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ABSTRACT

This curriculum guide for high school student development was created in response to needs expressed by business and other organizations throughout the Southwest Florida School-to-Careers Consortium. The guide encompasses four curriculum categories: academic achievement, career development, personal and social development, and community involvement. Each of these four areas is further subdivided into general goals and attendant student outcomes. Activities are provided as examples of the range of possible activities that can be used to meet any particular outcome or goal. A reference section accompanies the guide. The curriculum content is organized in the following eight sections, with course content suitable for high school students: (1) introduction and information on using the curriculum guide; (2) school-to-careers competencies; (3) correlation of sunshine state standards; (4) curriculum matrix; (5) exceptional student education adaptations; (6) evaluation; (7) character education and school-to-careers; and (8) sample activities. (KC)

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School To Careers

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FIVE COUNTY CONSORTIUM
COMPREHENSIVE STUDENT DEVELOPMENT GUIDE
KINDERGARTEN-POSTSECONDARY

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This project was funded by the Southwest Florida School-To-Careers Consortium, 1997-99.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM

VISION STATEMENT

Students recognize choices and make decisions in their personal lives, academic growth, career, and community involvement with competence and confidence.

MISSION STATEMENT

Students lead successful and productive lives because schools have incorporated a comprehensive approach to student development throughout all levels of education.

TABLE OF CONTENTS

- Introduction/Using the Curriculum Guide
- School-To-Careers Competencies
- Correlation of Sunshine State Standards
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- Evaluation
- Character Education and School-To-Careers
- Sample Activities

INTRODUCTION

This series of comprehensive student development curriculum guides were developed in response to needs expressed by business and other organizations throughout the Southwest Florida School-To-Careers Consortium, a five-county alliance that includes Charlotte, Collier, Glades, Hendry, and Lee County School Districts; Edison Community College and Florida Gulf Coast University. The grant specified that school-to-career philosophies and activities needed to be institutionalized beyond the life of any funding and that to do so would be most effective by codifying a K-Postsecondary curriculum.

Student development is most frequently and properly located under the training and responsibility of counselors, the student development specialists in educational institutions. Their training includes curriculum in career awareness, planning, and choice as well as individual development. They were thus selected as the team leaders and the majority of the writing team to develop these curriculum frameworks and guides. Other educators from related fields were also included.

The curriculum writing team represented all levels of education and all involved districts. The team consisted of the following:

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The manuscript was initially prepared by Dr. Scott Fry, Hendry County and was edited by Dr. Madelyn Isaacs, Florida Gulf Coast University. The revised manuscript was prepared by Stacie Kidwell and edited by Dr. Madelyn Isaacs, Jack Pause, Susan Potts and Susan Shoemaker.

The process of development began with the adaptation of Florida's Student Development Program into a matrix of goals and outcomes. The program was already geared toward comprehensive student development and the infusion of school-to-work concepts and activities. Once the matrix for K-post-secondary curriculum outcomes was identified, the writing team met as a large group, divided into subgroups based on levels of experience and the need for overlap and transitions between school levels, and compiled activities for each applicable outcome in school-based, connecting, and work-based environments.

The curriculum is designed as a whole with special attention to transitions between levels. However, it is presented in sections by school level: elementary, middle, high, and post-secondary. Districts and post-secondary institutions are expected to review the total curriculum, customize it to best meet individual district/institutional needs and goals, and begin to disseminate the curriculum by training counselors and administrators in its outcomes and activities.

Each level specifies competencies presumed to exist upon student entry and exit competencies for which it would be accountable. Each curriculum section contains such a statement. This statement is followed by a chart of how the curriculum coordinates with Florida's Sunshine State Standards in Health and Social Studies. These subject areas are most often infused throughout the Student Development Domains.

USING THIS CURRICULUM GUIDE

This curriculum guide is organized into four curriculum categories: Academic Achievement (AA), Career Development (CD), Personal and Social Development (PSD), and Community Involvement (CI). Each of these four areas is further subdivided into general goals and attendant student outcomes. The curriculum categories, goals, and outcomes are designated by letter codes and numbers. Thus "CD 2.2" translates to mean Career Development Goal number 2, "Understand interrelationships among life roles and the world of work", and outcome number 2, "describe the advantages of various life role options."

For some goal and outcome areas, an "N/A" or "Not Applicable" is designated. For these, it was determined that the outcome or goal was either not applicable yet to the age/grade/developmental level or had been adequately covered previously. For information about how other levels have addressed specified outcomes, see the curriculum guides in their entirety.

Activities are meant as examples of the range of possible activities to meet any particular outcome or goal. These are listed in the appendices and copies are included in the back of the curriculum guide. It is assumed that there are many other activities already developed or to be developed which can also meet curriculum goals. A reference section accompanies each guide. Some extended reference material was adapted from Insights from the Florida Department of Education, Bureau of Career Development, and Developmental Guidance: Classroom Activities from the Center on Education and Work at the University of Wisconsin at Madison. These two curriculum guides are especially recommended although many other quality collections of activities exist and could be appropriate and useful.

HIGH SCHOOL ENTRY AND EXIT COMPETENCIES:
OVERALL AND BY GRADE LEVEL

All schools will build an orientation packet or plan orientation experiences to help students who are new to the system catch up with these on-going activities.

When students enter from middle school they should be able to demonstrate:

- Career awareness and exploration behaviors
- Completion of 4 years of 6 year Plan (a Six year plan is the traditional Four year plan extended to the first two years of either vocational or academic post-secondary training.)
- Knowledge of Florida academic and vocational/technical scholarship opportunities
- Knowledge of state mandated and district high school graduation requirements
- Assessment results from preliminary formal assessment instrument (CHOICES Jr., or some other program) Continuing computer literacy and processing skills
- Knowledge of high school rules, homework, behavior, attendance accountability, and credit accrual and denial policies
- Knowledge of employability skills
- Appropriate planning and goal setting skills
- Appropriate decision making and problem solving skills
- Appropriate interpersonal skills

High schools will incorporate computers with Internet access for career exploration, career awareness activities, resume writing, college research, and financial aid/scholarship research activities into an accessible area of each school; either in the library, career resource area, computer laboratories or in all three. This could supplant the need for a career library.

During 9th Grade the following are covered:

- Orient to school resources especially guidance counselor
- Begin Career Assessment – e.g., CHOICES or other district designated program, to understand how to interpret their personal experiences in terms of future goals; introduce concept of lifestyle decisions and choices

- Goal setting and time management skills
- Work habits and task approach skills vis a vis class and school requirements, rules, and regulations
- Graduation requirements and accumulation of credits, grade point average calculation
- Scholarship/Financial Aid implications of academic and personal accomplishments
- Summer School
- Career exploratory behavior, e.g., Gaining summer employment, information interviews, meeting with Occupational Specialist/Career Counselor, internships.
- Job search skills
- Introduce outside activities and community services to 4/6 year plan
- Importance of co-curricular and extra-curricular school activities
- Develop a resume
- Continue development of decision making and problem solving skills as well as interpersonal and communication skills

During 10th Grade the following are covered:

- Review and adjust 4/6 year plan
- Continue career exploration
- Continue career and self assessment
- Reinforce work habits and task approach skills
- Introduce testing for college - PLAN and PSAT
- Introduce and successfully complete HSCT and other competency testing (FCAT)
- Introduce vocational training opportunities while in high school
- Introduce dual enrollment
- Introduce ASVAB
- Continue developing resume
- Review scholarship/financial aid information vis-a-vis course planning and course accomplishment to date

During 11th Grade the following are covered:

- Review and adjust 4/6 year plan
- Continue career exploratory behavior and activities
- Continue career and self assessment

- Reinforce work habits and task approach skills
- Review scholarship/financial aid info vis a vis continuing course paths
- Review PSAT, continue testing orientation and preparation
- Provide information about SAT, SAT II Subject Area tests and ACT
- Review and implement dual enrollment
- Review and implement vocational opportunities
- Provide ASVAB information and materials
- Introduce NAEP (Schools That Work) competencies for testing next year
- Introduce TABE competencies
- Introduce articulation agreements between vocational, public school, and higher education
- Advise about wise use of summer time: introduce college search process and using summer of junior/senior year to visit colleges
- Introduce apprenticeships/internships and summer vocational programs available for non-college bound students, vocational visitations
- Complete a resume

During 12th Grade the following are covered:

- Continue to monitor academic progress
- Completion of college applications
- Complete an exit checklist appropriate to post high school plans to ensure a smooth transition to next level
- Completion of scholarship and financial aid applications
- Identify and apply for vocational training
- Finalize SAT/NAEP and other testing
- Visit local post-secondary institution(s) to plan for orientations and/or placement testing

When students leave high school and enter the workforce or a post-secondary institution they should be able to demonstrate or have the following competencies:

- Appropriate interpersonal skills including problem solving, working with groups, making decisions, managing time and resolving conflict.
- Job search skills - identify, apply for, interview for and obtain employment
- Enter vocational program with 4/6 year plan to facilitate transition
- Enter a community or four year college with 4/6 year plan to facilitate

transition

- Have identified and applied for financial assistance for post-secondary education as appropriate
- Have life skills to plan first year out of high school for successful independent living Have identified preliminary life plan, set goals and initiated plans

The Secretary's Commission on Achieving Necessary Competencies (SCANS)

SCANS: FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources
A. *Time* - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. *Money*- Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. *Material and Facilities* - Acquires, stores, allocates, and uses materials or space efficiently
D *Human Resources* - Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others
A. *Participates as a Member of a Team* - contributes to group effort
B. *Teaches Others New Skills*
C. *Serves Clients/Customers* - works to satisfy customers' expectations
D. *Exercises Leadership* - communicates ideas to justify position, persuades and, convinces others, responsibly challenges existing procedures and policies
E. *Negotiates* - works toward agreements involving exchange of resources, resolves divergent interests
F. *Works with Diversity* - works well with men and women from diverse backgrounds

Information: Acquires and uses information
A. *Acquires and Evaluates Information*
B. *Organizes and Maintains Information*
C. *Interprets and Communicates Information*
D. *Uses Computers to Process information*

Systems: Understands complex inter-relationships
A. *Understands Systems* - knows how social, organizational, and technological systems work and operates effectively with them
B. *Monitors and Corrects Performance* - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
C. *Improves or Designs Systems* - suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies
A. *Selects Technology* - chooses procedures, tools or equipment including computers and related technologies
B. *Applied Technology to Task* - Understands overall intent and proper procedures for setup and operation of equipment
C. *Maintains and Troubleshoots Equipment* - Prevents, identifies, or solves problems with equipment, including computers and other technologies

The Secretary's Commission on Achieving Necessary Skills (SCANS)

A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. *Reading* - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
B. *Writing* - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
C. *Arithmetic/Mathematics* - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
0. *Listening*- receives, attends to, interprets, and responds to verbal messages and other cues
E. *Speaking*- organizes ideas and communicates orally

Thinking Skills: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking*- generates new ideas
B. *Decision Making*- *specifies* goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
C. *Problem Solving* - recognizes problems and devises and implements plan of action
D. *Seeing Things in the Mind's Eye*- organizes, and processes symbols, pictures, graphs, objects, and other information
E. *Knowing How-to-Learn* - uses efficient learning techniques to acquire and apply new knowledge and skills
F. Reasoning- discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity

A. *Responsibility*- exerts a high level of effort and perseveres towards goal attainment
B. *Self-Esteem* - believes in own self-worth and maintains a positive view of self
C. *Sociability* - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
D. *Self-Management* - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
E. *Integrity/Honesty* - chooses ethical courses of action

Personal/Social Development

PS 1.0 Develop personal responsibility for his or her own behavior	**SS.C.2.3.3**	understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be place on rights (e.g., whether a clear and present danger exists and whether national security is at risk).
	HE.B.1.3.1	knows the importance of assuming responsibility for personal health behaviors.
	HE.B.1.4.1	understands the role of individual responsibility regarding personal risk behaviors.
PS 2.0 Develop a positive estimation of his or her qualities or traits	**HE.A.1.4.2**	understands the potential impact of common risk behaviors on the quality of life.
PS 3.0 Master effective communication skills	**HE.B.3.3.1**	knows effective verbal and non-verbal communication skills (e.g., body language, and eye statements).
	HE.B.3.3.5	demonstrates attentive communication skills (e.g., eye contact and hand and body gestures).
	HE.B.3.4.1	understands the relationship between verbal and nonverbal communication (e.g., body language, voice tone, volume, and pitch).
	HE.B.3.4.3	knows positive strategies for expressing needs, wants, and feelings.
	HE.B.3.4.4	knows skills for communicating effectively with family, friends, and others.
PS 4.0 Master social and interpersonal skills.	**SS.C.2.4.3**	understands issues of personal concern: the rights and responsibilities of the individual under the United States Constitution the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.
	HE.B.1.1.3	knows positive ways to handle anger.
	HE.B.3.3.2	knows various ways to communicate care, consideration, and acceptance of self and others (e.g., respect, trust, kindness, and sexual abstinence as an expression of love).
	HE.B.3.3.3	knows skills for building and maintaining positive interpersonal relationships (e.g., compromising).
	HE.B.3.3.6	knows communication strategies for avoiding potentially harmful situations (e.g., refusal skills and resistance to peer pressure).
	HE.C.2.3.4	knows how to influence others to make positive choices.
	HE.B.1.4.3	knows strategies for managing stress.
	HE.B.3.4.2	knows techniques for communicating care, consideration,

CD 6.0 Understand and use career information to solve career problems and make career decisions Develop career problem solving and decision making skills CD 7.0 Acquire career problem solving, decision making, and planning skills CD 8.0 Develop the capacity for self-awareness and self-regulation in the career problem solving and decision making process Develop employability skills CD 9.0 Develop skills to enable one to seek, obtain, maintain and change jobs CD 10.0 Develop effective human relations skills to enable positive and productive work relationships	international interdependence and basic concepts associated with trade between nations.

world of work		
Acquire educational and occupational knowledge		
CD 3.0 Attain awareness of personal development and lifelong learning as related to productive meaningful work		
CD 4.0 Understand the relationship between school achievement and educational and career opportunity		
CD 5.0 Understand how the needs of society and the structure of the economy are related to the nature of work	**SS.A.4.3.1**	knows the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply).
	SS.A.6.3.5	understands how Florida has allocated and used resources and the consequences of those economic decisions.
	SS.B.1.3.6	understands ways in which regional systems are interconnected.
	SS.B.2.3.8	knows world patterns of resource distribution and utilization.
	SS.D.1.4.1	understands how many financial and non-financial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.
	SS.D.2.3.1	understands how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command and mixed economic systems.
	SS.D.2.4.6	understands factors that have led to increased

CORRELATION MATRIX BETWEEN STUDENT DEVELOPMENT DOMAINS AND GOALS AND SUNSHINE STATE STANDARDS: HEALTH AND SOCIAL STUDIES

6-12

Student Development Curriculum Domains	Sunshine State Standards
Academic Achievement AA 1.O Understand and participate in a school environment AA 2.0 Develop effective study skills AA 3.0 Develop effective time management skills AA 4.0 Develop effective stress management skills AA 5.0 Understand attitudes and behaviors related to academic achievement AA 6.0 Develop interpersonal and communication skills for successful learning AA 7.0 Assess self and school success skills AA 8.0 Set academic goals and make decisions that help attain those goals	

Career Development Acquire self-knowledge CD 1.0 Develop a positive, stable, integrated self-concept as related to career problem solving and decision making CD 2.0 Understand interrelationships among life roles and the	

		and respect of self and others (e.g., encouragement, trust, and sexual abstinence).
	HE.B.3.4.5	knows strategies for solving interpersonal conflicts without harming self and others (e.g., peer mediation skills).
	HE.C.2.4.4	knows positive ways to influence others to make positive choices.
PS 5.0 Develop constructive strategies and skills for managing personal and social conflict	**HE.B.3.3.4**	understands how the behavior of family members and peers affects interpersonal communication.
	HE.B.3.3.7	understands the possible causes of conflict among youth in schools and communities and knows positive communication strategies for preventing conflict.
	HE.B.3.4.6	understands the possible causes of conflict among youth in schools and communities (e.g., ethnic prejudice) and knows methods for reducing that conflict (e.g., conflict resolution skills and peer mediation).
	HE.B.3.4.7	knows strategies for dealing with individuals who are exhibiting dangerous behaviors (e.g., evading and avoiding dangerous situations).
PS 6.0 Develop a respect for cultural and human diversity and an appreciation for different customs and expectations.	**SS.A2.3.1**	understands how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).
	SS.A.3.3.1	understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).
	SS.B.2.3.3	understands how cultures differ in their use of similar environments and resources.
	HE.B.2.3.3	identifies aspects in one's own culture and in the cultures of others that my have an impact on health and the use of health services.
	HE.B.2.3.4	understands emotional and social health risks caused by prejudice in the community.
	HE.B.2.4.4	knows how ethnic and cultural diversity both enrich and challenge healthy living.
	HE.B.3.4.8	understands various ways in which different families handle grief (e.g., in terms of cultural differences).

Personal/Social Development cont'd

PS 7.0 Acquire effective problem solving and decision making skills for resolving personal and social dilemmas

HE.B.2.3.2	knows how information from peers influences health.
HE.B.3.3.8	knows communication strategies for managing grief causes by disappointment, separation, or loss (e.g., counseling, talking, and listening).
HE.C.1.3.1	knows how to apply a decision making process to health issues and problems individually and collaboratively (e.g., nutritional food choices at home, restaurants, and school).
HE.C.1.3.4	knows strategies and skills needed to attain a personal health goal.
HE.C.1.4.1	knows various strategies when making decisions related to health needs and risks of young adults (e.g., support-and-reward system).
HE.C.1.4.6	knows various strategies when applying the decision-making process regarding healthy habits (e.g., ways to avoid junk foods).

PS 8.0 Develop healthy lives and communities

HE.A.1.3.2	understands the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.
HE.A.1.3.3	knows how physical, mental, emotional, and social health interrelate during adolescence.
HE.A.1.3.4	understands how peer pressure can influence healthful choices.
HE.A.1.3.6	knows ways in which to reduce risks related to health problems of adolescents.
HE.A.1.3.7	knows the benefits of positive health practices and appropriate health-care measures necessary to prevent accidents, illnesses, and death.
HE.A.1.3.9	knows various methods of health promotion and disease prevention.
HE.A.1.3.10	knows eating disorders that adversely affect health.
HE.A.2.3.2	knows how to use resources from the home, school, and community that provide valid health information.
HE.A.2.3.3	knows how to locate health products and services.
HE.B.1.3.1	knows the importance of assuming responsibility for personal health behaviors.
HE.B.1.3.2	understands the short-term and long-term consequences

Personal/Social Development cont'd

PS 8.0 Develop healthy lives and communities (cont'd)

	of safe, risky, and harmful behaviors.
HE.B.1.3.5	knows techniques for avoiding threatening situations.
HE.C.1.3.3	understand the various consequences of health-related decisions.
HE.C.1.3.6	knows the outcomes of good personal health habits.
HE.C.2.3.6	knows how to access community agencies that advocate healthy individuals, families, and communities.
HE.A.1.4.1	understands the impact of personal health behaviors on body systems.
HE.A.1.4.2	understands the potential impact of common risk behaviors on the quality of life.
HE.A.2.4.2	knows resources from home, school, and community that provide valid health information.
HE.A.2.4.4	knows how to access school and community health services for self and others.
HE.B.1.4.2	knows strategies for health enhancement and risk reduction.
HE.B.1.4.4	knows strategies for improving or maintaining personal, family, and community health.
HE.C.1.4.2	knows the health concerns that require collaborative decision making (e.g., community violence and water pollution).
HE.C.1.4.3	knows methods for predicting immediate and long-term impact of health decisions on the individuals who make them.
HE.C.1.4.5	knows how to make positive decisions related to injury, tobacco, nutrition, physical activity, sexuality, and alcohol and other drugs.

Community Involvement

CI 1.0 Appreciate the role of community workers and helpers		
CI 2.0 Develop a sense of community pride		
CI 3.0 Develop and participate in community volunteer service projects	**SS.C.2.3.6**	understands the importance of participation in Community service, civic improvement, and political activities.
	HE.C.2.3.5	know ways to work cooperatively with others to advocate for healthy individuals, schools, and families.
CI 4.0 Understand and enhance the community	**HE.C.2.4.5**	knows methods for working cooperatively with others to advocate for healthy communities (e.g., community service projects and health careers).

HIGH SCHOOL
COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
ACADEMIC ACHIEVEMENT	1.1 Know school procedures in order to cooperate and take part in a shared learning environment.	A 9	Administration/Teachers presentation of school rules and regulations. Classroom presentations on grade level expectations, school tours, registration. Parent meetings in evenings. (See App H1)	N/A	Field trips to work sites where employers explain relevance of rules to job maintenance.
AA 1.0 Understand and participate in a school environment.	1.2 Demonstrate a positive transition from one academic level to another and between schools.	9 & 12	Guidance counselors do orientations and related activities (Include tours).	Use postsecondary speaker to discuss various opportunities for college, vocational-technical-trade. Career and College Fairs.	N/A
	1.3 Demonstrate behavior that reflects positive working relationships with teachers and classmates.	A 9	School climate survey of student and teacher attitudes. (See App H1)	N/A	N/A
	1.4 Describe school and teacher evaluation procedures, such as progress reports, grade point average, class credits, the value of homework assignments, and related procedures for obtaining credit.	A	Teachers: Explain grading procedures, value of home work assignments etc. Counselors do class presentation of GPA, accumulation of credits, graduation requirements, admission to college requirements, Board of Regents Minimums.	N/A	N/A
2.0 Develop effective study skills.	2.1 Identify common study skills and habits that contribute to school success.	A 9	Study Skills Seminar (guidance with teachers in classes) with pre- and post- measurements of study skills. (See App H30)	Various community and business speakers.	Work experience and or OJT, DCT, COOP.
	2.2 Identify and evaluate his/her study skills used in school and out of school, examining strengths and areas that need improvement.	A 9	Study skills class: group discussions. (See App H30)	N/A	N/A

HIGH SCHOOL
COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	2.3 Describe the value of practicing a skill and its relationship to successful performance of a task.	A 9	List occupations and match school study skills and habits and how they relate to success in the world of work. (See App H30)	N/A	N/A
	2.4 List and describe how study sills and habits for school success are related to other aspects of life.	A 9	Employability skills checklist (See App H30) Find facts about labor market.	Various community and business speakers.	Work experience and or OJT, DCT, Coop.
	2.5 Explain the value and describe the importance of working with and without supervision.	A	Group discussion about working with/without supervision.	Various community and business speakers.	Work experience and or OJT, DCT, Coop.
	2.6 Demonstrate an awareness and interest in taking responsibility for his/her learning.	A	Role play situations with responsibility and without responsibility.	N/A	N/A
	2.7 Discern and accept mistakes as an important part of the learning process.	A	Group discussions about mistakes and recoveries.	N/A	N/A
	2.8 Recognize and describe the personal satisfaction and value of completing a task.	A	Group discussion about personal satisfaction or a personal success.	N/A	N/A
AA 3.0 Develop effective time management skills	3.1 Identify and cite times of the day and week when his/her academic tasks and assignments might best be completed.	A	Introduction in assisting student keep daily/weekly planner.	Business presentation to discuss value of good organization/planning skills.	Internships OJT, DCT, COOP and other work experiences.
	3.2 Outline in writing a weekly planning schedule that indicates periods of time marked for study and completion of homework assignments.	A	Classroom activity.	N/A	N/A

HIGH SCHOOL
COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	3.3 List common or routine duties and tasks other that school assignments and mark them on a weekly planning schedule.	A	Classroom activity.	N/A	N/A
	3.4 Acknowledge and describe the value of setting and monitoring goals and establishing time-managreement priorities.	A	Classroom activity.	N/A	N/A
	3.5 Evaluate time-management skills related to success.	A	Create a checklist and discuss how relates to school success.	N/A	N/A
AA 4.0 Develop effective stress management skills.	4.1 Identify and list typical events and situations that are stressful is a school and at a life stage.	A 9	In Health Classes: Small group activity. (See App H29)	Mental health speaker to discuss stress and related topics.	N/A
	4.2 Accept stress and anxiety as a natural aspect of life and cite reasons for developing stress-management skills.	A 9	Relaxation techniques - Small group activity (See App H29)	(See AA 4.1)	N/A
	4.3 Cite basic skills related to and methods of coping with test-anxiety and other school related stress.	A 9	Small group activity. (See App H29)	(See AA 4.1)	N/A
	4.4 Identify barriers to his/her success at school.	A	Identify barriers, rank order stresses and identify coping skills.	(See AA 4.1)	N/A
	4.5 Identify strategies to counter barriers to school success.	A	(See AA 4.4)	(See AA 4.1)	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
AA 5.0 Understand attitudes and behaviors related to academic achievement.	5.1 Understand the power of peer relationships and peer support and identify desirable and undesirable peer pressures in terms of school success.	A	Group discussion or research/topic paper.	Guest speakers--Power of positive thinking !	N/A
	5.2 Differentiate between intrinsic and extrinsic pressures and rewards.	A	Role play scenarios.	(See AA 5.1)	N/A
	5.3 Recognize and describe how positive thinking and practice of skills are related to success.	A	Develop various scenarios and role play them.	(See AA 5.1)	N/A
	5.4 Identify and demonstrate interpersonal skills related to building positive working relationships with others.	A	Students make presentation about value of motivation techniques and how it relates to school success.	(See AA 5.1)	N/A
AA 6.0 Develop interpersonal and communication skills for successful learning.	6.1 Identify and demonstrate interpersonal skills related to building positive working relationships with others.	A	Role play facilitative responses/effective listening skills and non-verbal cues and skills in (Language arts classes.)	Human resources directors to discuss successful communication skills and techniques.	N/A
	6.2 Describe the role of an effective group participant and take an active part in cooperative learning activities and projects.	A	Small groups critique individual performances and their impact on cooperative learning groups. (Language arts classes.)	(See AA 6.0)	N/A
	6.3 Compliment and confront others regarding their actions related to academic achievement.	A	Provide written feed back about positive/negative effects of being a group participant.	(See AA 6.0)	N/A
	6.4 Demonstrate effective listening in an academic activity.	A	Small group rating scale for self and others on listening skills (language arts classes.	(See AA 6.0)	N/A

HIGH SCHOOL

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
AA 7.0 Assess self and school success skills.	7.1 List and describe classroom learning behaviors related to achievement.	A	Teachers explain successful behaviors which relate to classroom/school success and achievement.	N/A	N/A
	7.2 Assess and evaluate his or her strengths regarding classroom learning behaviors.	A	In small groups, list all academic strengths--relate to personal actions.	N/A	N/A
	7.3 Identify his/her classroom and learning behaviors that need improvement.	A	Create an achievement assessment (or any other assessment tool) learning style assessment inventory.	N/A	N/A
	7.4 Assess and evaluate his/her teacher-student working relationships	A	(See AA 7.3)	N/A	N/A
	7.5 Assess and evaluate his/her peer relationships in terms of their affect on academic achievement	A	(See AA 7.3)	N/A	N/A
	7.6 Assess his/her personal attitudes about school.	A	(See AA 7.3)	N/A	N/A
	7.7 Identify and cite his/her special interests, abilities, and skills in academic achievement and opportunities to excel in academic areas.	A	(See AA 7.3)	N/A	N/A
AA 8.0 Set academic goals and make decisions that help attain those goals.	8.1 Identify both short-term and long-term academic goals.	A 9	Counselors complete and review 4/6year plans (all four years of high school). (See App H8)	N/A	N/A

HIGH SCHOOL

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	8.2 Select courses and other academic experiences that are consistent with his/her goals.	A 9	Define and create both short and long term academic, educational, career and life goals. (See App H8)	N/A	N/A
	8.3 Organize and record a four-year sequence of courses and other academic experiences that will lead to goal attainment.	A	(See AA 8.2)	N/A	N/A
	8.4 Monitor progress toward goals and adjust plan with course selection or other learning activities.	A	(See AA 8.2)	N/A	N/A
CAREER DEVELOPMENT	1.1 Describe his/her positive characteristics as seen by others and himself/herself.	9 10-12 9 10 11 12	(See App H3, App H8, App H26) (See App H71, App H72) Interest inventories—Begin portfolio exposure to the "GUIDE." Do "The PLAN"; create career portfolio. Complete ASVAB and continue portfolio. Complete career portfolio.	Periodic progress reports.	Evaluate self for volunteer work opportunities. Evaluations from OJT, DCT and COOP.
CD 1.0 (Acquire self-knowledge) Develop a positive self-concept as related to career problem solving and decision making	1.2 Demonstrate behaviors that reflect a positive attitude about himself/herself in work-related activities.	9 & 10 9 11 10-12	Presentations about individual career interests. (See App H3, App H4, App H10) (See App H71, App H72, App H73, App H74, App H75)	Integrate in curriculum activities related to work. (e.g., papers, projects, presentations). Bulletin Boards with pictures of students at work.	Evaluations from OJT, DCT and COOP.

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	1.3 Describe individual strengths and weaknesses in school subjects, leisure, and work-related activities	A 10 9 10-12	Thorough understanding of standardized testing results. Evaluate FCAT results (See App H18) (See App H71, App H72, App H73, App H74 H75)	Distribute and analyze standardized testing results and report cards.	Evaluations from OJT, DCT and COOP.
	1.4 Identify his/her personal interests, abilities, values, and beliefs related to choice.	9& 10 9 10-12 11	Complete CHOICES program. (See App H4,H31) (See App H39, App H40, App H71, App H72, App H73) (See App H49)	Require paper on personal career interests .	Field trips and career shadowing. Evaluations from OJT, DCT and COOP.
	1.5 Explain the relationship between work-related behavior and self-concept.	9 & 10 10-12	Personal/self discovery wheel; Myers-Briggs Inventory (See App H71, App H72, App H73, App H74, H75)	Career speakers, shadowing, field-trips.	(See CD 1.4) Evaluations from OJT, DCT and COOP.
	1.6 Explain how individuals characteristics relate to achieving personal, social educational, and career goals.	9 & 10 9	Interview parents/relatives or others to discover how personal characteristics have affected their goals. (See App H7, App H14)	(See CD 1.5)	Shadowing
	1.7 Describe personal strengths and weaknesses in relationship to future educational or training requirements.	9 & 10 9 10-12	(See CD 1.1, 1.4) (See Apps H5; H13) (See Apps H37; H38; H58)	See CD 1.5	

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
CD 2.0 Understand interrelationships among life roles and the world of work.	2.1 Describe the importance of career, family, and leisure activities to mental, emotional, and physical, and economic well-being.	A 9 10 10-12	Utilize career course in health or career research which incorporates this outcome into the curriculum; use small group activities and discussions, interest inventories, time lines, self assessment. (See App H28) (See App H68) (See App H41)	Career speakers, work based job/career shadowing, OJT, DCT, Coop. Incorporate work-based components into the curriculum.	Career speakers, work based job/career shadowing, OJT, DCT, COOP (10th, 11th, 12th only).
	2.2 Describe the advantage-ages and disadvantages of various life role options.	A 9 10-12	(See CD 2.1) (See Apps H5; H28) (See Apps H43, 44, 46, 50, 51, 52, 77)	(See CD 2.1)	(See CD 2.1)
	2.3 Describe factors that determine lifestyles (e.g. socioeconomic status, culture, values, occupational choices, work habits).	A 9 10	(See CD 2.1) (See App H28) (See App H55; H68)	(See CD 2.1)	(See CD 2.1)
	2.4 Describe the contribution of work to a balanced and productive life.	A 9 10	(See CD 2.1) (See App H28; H73)	(See CD 2.1)	(See CD 2.1)
	2.5 Describe ways in which work, family, leisure, and spiritual life are interrelated and integrated into his/her life journey.	A 9	(See CD 2.1) (See App H28) (See Apps, H44, H68)	(See CD 2.1)	(See CD 2.1)
	2.6 Describe ways that leisure contributes to development of occupational skills and job performance.	A 9 10	(See CD 2.1) (See App H28) (See App H68)	(See CD 2.1)	(See CD 2.1)

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
CD 3.0 Attain awareness of personal development and lifelong learning as related to productive meaningful work.	3.1 Describe how current learning relates to work	A 9 11 10-12	Teachers integrate connection between academic subjects and its application to current and future occupations. (See App H3) (See App H55) (See App H47)	Career speakers, school site mentors.	Job shadowing OJT, DCT, COOP (not 9th grade).
	3.2 Describe the relationship of personal attitudes, beliefs, abilities, and skills to success and successful work performance.	A 11 10-12	(See App H3) (See App H70) (See App H40; 41)	Career speakers address on-the-job rules, safety and employee orientation as well as consequences.	(See CD 3.1)
	3.3 Explain the importance of personal maintenance skills and positive attitudes to job success.	9 10-12	(See App H22) (See Apps H26; H60;H73)	(See CD 3.1)	(See CD 3.1)
	3.4 Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.	A 11 10-12	School wide distribution of student handbooks and/or time management log and/or planners, the use of which each teacher will explain to students. (See Apps H34; 40)	School wide use of time management log or daily planners.	N/A
	3.5 Demonstrate positive work attitudes and behaviors.	A	(See Apps H22; 26)	(See CD 3.1)	N/A
	3.6 Demonstrate learning habits and skills that can be used in the ongoing development of job skills.	9 11	All teachers use cooperative learning conflict resolution, peer mediation. (See App H5) (See App H22)	(See CD 3.1)	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	3.7 Demonstrate behaviors that maintain physical and mental health in the workplace.	11 10-12	Counselors and Occupational Specialist help students with selections. (See App H24) (See App H29)	OSHA speakers, nurses, health department	N/A
	3.8 Describe career paths that reflect the importance of lifelong learning.	A	(See Apps H7; H12; H47)	Develop Internet resource lists for students to conduct career research. All secondary school career centers should have Internet access for research of career paths. Vocational school visits and tours.	N/A
CD 4.0 Understand the relationship between school achievement and educational and career opportunity.	4.1 Describe how the amount of education needed for different occupational levels varies.	A	(See Apps H55-H59, H66)		N/A
	4.2 Identify how the skills taught in school subjects are used in various occupations.	A	(See Apps H55, H73)	(See CD 3.1, CD 3.8) Set-up shadow experiences.	Career shadowing
	4.3 Demonstrate how to apply academic and vocational skills to achieve personal and career goals.	A 9 11	(See Apps H13; H27) (See App H54)	(See CD 3.1)	N/A
	4.4 Identify how employment trends relate to education and training.	A 11	Use Dept. of Labor Statistics in class presentation (See App H55, App H56, App H57, App H58, App H59, App H66)	(See CD 3.1, CD 3.8)	Visit Workforce Development Council One-Stop Shopping Career Center.

HIGH SCHOOL
COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	4.5 Describe how educational attainment relates to the selection of college majors, further training and/or entry into the labor marked.	10-12 11	CHOICES--class presentation by guidance counselor about state university minimum admissions standards. (See 4.4)	(See CD 3.1, CD 3.8)	(See CD 4.4)
	4.6 Identify transferable skills that can apply to a variety of occupations and changing occupational requirements, cooperative education programs or extra curricular activities.	11	(See App H55, App H57, App H58, App H59)	Arrange visits to local vocational -technical centers and other educational institutions.	Visit to local vocational centers and other educational institutions. (See CD 4.4)
	4.7 Demonstrate how occupational skills can be developed through volunteer experiences, part-time employment, cooperative education programs or extra curricular activities.	11	Extra curricular activities, volunteer activities. (See App H25)	Coordinate volunteer activities and sites.	Volunteer at local organization.
CD 5.0 Understand how the needs of society and the structure of the economy are related to the nature of work.	5.1 Describe the effects that societal, economic and technological changes have on occupations.	10-12	Integrate concepts into the social studies curriculum; make explicit reference to world of work.	Speakers, Chamber of Commerce, Community Development, Department of Labor.	Visit local industry, vocational-technical centers or Workforce Development Council One-Stop Career Center.
	5.2 Describe the effects of change in supply and demand for workers.	12	Integrate concepts into Economics.	(See CD 5.1)	(See CD 5.1)
	5.3 Explain the social significance of various occupations. (All occupations have social significance)	10-12	(See CD 5.1)	(See CD 5.1)	(See CD 5.1)

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	5.4 Describe how society's needs and functions affect the supply of goods and services.	10-12	(See CD 5.1)	(See CD 5.1)	(See CD 5.1)
	5.5 Define global economy and explain how it affects each individual.	10-12	(See CD 5.1) Integrate global economy unit into social studies class by using current new articles from business section of newspaper - follow a single product.	(See CD 5.1)	(See CD 5.1)
	5.6 Describe the advantages and problems for choosing nontraditional employment for women and men.	9 11	(See App H6, App H9) (See App H50 - H53)	(See CD 5.1)	(See CD 5.1)
	5.7 Identify factors that have influenced the changing career patterns of women and men.	A 9 11	Explore non-traditional careers to see what skills, talents, and adjustments are required. (See App H6, App H9) (See App H50 - H53)	(See CD 5.1)	(See CD 5.1)
CD 6.0 Understand and use career information to solve career problems and make career decisions.	6.1 Contrast occupational groups in terms of duties, tasks, working conditions, educational and skill requirements, desired personality traits.	A	Career counselor or occupational specialist classroom presentations on career material available in the high school and using Internet for research.	Use parents and retired adults to act as career aides and connect to the world of work.	Do on-the-job work evaluation in a local organization or industry.
	6.2 Demonstrate skills in using school, parents, friends, and relatives and community resources to learn about occupational groups.	9 A	(See App H11) (See CD 6.1)	(See CD 6.1)	Visit community organizations to learn about the world of work.

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	6.3 Demonstrate use of a range of career resources (e.g., handbooks, print matmaterials, labor market information, computer-assisted guidance systems).	9 A	(See AppH15) (See CD 6.1)	N/A	N/A
	6.4 Correctly identify various occupational classification systems (e.g., Dictionary of Occupational Titles, Guide to Occupational Exploration, Holland), and explain how they are used to look at careers.	9 A	(See App H15) (See CD 6.1)	N/A	N/A
	6.5 Identify individuals as information resources, role models, mentors.	9	(See App. H1, App H11)	(See CD 6.1)	(See CD 6.1)
CD 7.0 Acquire career problem solving, decision making, and planning skills	7.1 Describe the steps through which career choices are made.	A 9 A	Counselors conduct small group 2-3 minute presentations. (See App H5) (See App H61, App H62, App H63, App H64, App H65, App H66)	Career Fair	N/A
	7.2 Describe the steps in choosing school courses that meet tentative career goals	A 9 A	List two career goals and steps to reach career goals. (See App H13) (See App H61, App H62, App H63, App H64, App H65, H66)	Career Day	N/A
	7.3 Identify ways in which decisions about work relate to other major life decisions.	A A	Interview parents to show how they arrived at current career. (See App H61, App H62 App H63, App H64, App H65, App H66)	Career Speakers	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	7.4 Develop and maintain an individual career plan with career goals, course options, and complementary work experiences.	A 9 A	Counselors review and adjust 4 /6 year plans. (See App H13) (See App H61, App H62, App H63, App H64, App H65, App H66)	N/A	Volunteer experiences
	7.5 Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.	A 9 A	Counselors review and adjust 4 /6 year plans. (See App H13) (See App H61, App H62, App H63, App H64, App H65, App H66)	Speakers from Workforce Development Council, local Human Resources Officers.	OJT, DCT, COOP
	7.6 Identify steps to apply for and secure financial assistance for post-secondary education or training.	A	Counselors provide information on state funded scholarships and other opportunities. (Various books and Internet). (See App H61, App H62, App H63, App H64, App H65, App H66)	College/community college financial aid nights/ presentations.	N/A
CD 8.0 Develop the capacity for self-awareness and self-regulation in the career problem solving and decision making process.	8.1 Recognize the existence of career indecision and the need to engage in problem solving and decision making.	A	Counselors/ career specialists provide information on the changing world of work.	Career Speakers.	Job Shadowing and volunteering.

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	8.2 Describe various strategies for solving career problems and making career decisions.	A	Comprehensive lessons on: personal responsibility and commitment; knowing information needed to make decisions; and identifying own dilemma and place in decision making process.	(See CD 8.1)	(See CD 8.1)
	8.3 Describe the stages of the career problem solving and decision making process.	A	(See CD 8.2)	(See CD 8.2)	(See CD 8.2)
	8.4 Identify the types and quantity of information required to solve a career problem.	A	(See CD 8.2)	(See CD 8.2)	(See CD 8.2)
	8.5 Make tentative educational and occupational choices.	A	(See CD 8.2)	(See CD 8.2)	(See CD 8.2)
	8.6 Describe the effect of his/her emotional and physical health on making decisions.	A	(See CD 8.2)	(See CD 8.2)	(See CD 8.2)
	8.7 Describe the effect of work-related and career decisions on self and others	A	(See CD 8.2)	(See CD 8.2)	(See CD 8.2)
CD 9.0 Develop skills to enable one to seek, obtain, maintain, and change jobs.	9.1 Locate, interpret, and use information about job openings.	A	Occupational specialist or career counselor helps students: list sources and ways job information can be obtained; role play interview skills.	Use Internet and local Human Resources Officers.	N/A
	9.2 Demonstrate skills, knowledge, attitudes and behaviors necessary for a successful job interview.	9	(See App H12; H63) (See CD 9.1)	(See CD 9.1)	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	9.3 Prepare a resume; and complete job application.	A 9 10-12	Resume; job applications; English department provides instruction on writing resumes and completing job applications. (See Apps H16, H19, H20 (See App H42; H67)	(See CD 9.1) Utilize One-Stop Career Centers.	N/A
	9.4 Identify sources of employment opportunities in the community.	A	Occupational Specialist and/or Career Counselor directs students to research community resources (local newspaper) (One stop career center.)	(See CD 9.3)	Field trip to human resources office of local newspaper and or One-Stop Career Center.
	9.5 Assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).	A	Student self-assessment.	Human resource director from local newspapers--speakers.	Visit One-Stop Career Centers.
	9.6 Describe placement services available to help make school-to-school, school-to-work, and work-to-work transitions.	A	Introduction to school's career resource center.	(See CD 9.1)	(See CD 9.4)
	9.7 Identify circumstances where job changes may require retraining and upgrading of employee's skills and relocation.	A	(See CD 8.1)	(See CD 9.1)	(See CD 9.4)
CD 10.0 Develop effective human relations skills to enable positive and productive work relationships.	10.1 Demonstrate ways of responding to others when under stress in the workplace.	A 9	Counselors and/or Occupational Specialists direct role play situations. (See Apps H29; H32; H74)	N/A	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	10.2 Demonstrate the ability to use peer and supervisor feedback to improve performance in the workplace.	A	(See CD 10.1)	N/A	N/A
	10.3 Describe ways to meet personal needs through positive work relationships.	A	(See CD 10.1) (See App H27)	N/A	N/A
	10.4 Demonstrate interpersonal skills required for maintaining productive work groups.	A 9	In class cooperative learning including making class rules. (See App H32; H76)	N/A	N/A
	10.5 Describe appropriate employer and employee interactions in various situations.	A	(See CD 10.1)	Speaker from local EEO to describe appropriate workplace communication.	N/A
PERSONAL SOCIAL DEVELOPMENT	1.1 Identify and understand school and classroom rules.	A	Administrators and Teachers give a presentation on school/ classroom rules and regulations. "Total School Commitment."	Bring in sample employee handbooks from business organizations.	N/A
PS 1.0 Develop personal responsibility for his or her own behavior.	1.2 Understand the rewards and consequences associated with following or violating school or classroom rules.	A	(See PS 1.1)	(See PS 1.1)	N/A
	1.3 Discriminate between acceptable and unacceptable behavior.	A	(See PS 1.1)	(See PS 1.1)	N/A
	1.4 Identify and understand his or her own attitudes and feelings about school and classroom rules.	A		N/A	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	1.5 Understand and explain the reciprocal connection between his or her behavior and that of peers and authority figures.	A	(See PS 1.4)	N/A	N/A
	1.6 Understand social circumstances that contribute to behavior that violates acceptable social norms.	A	(See PS 1.4)	N/A	N/A
	1.7 Understand and describe aspects of his or her personal style that affect adherence to or violation of acceptable social norms.		(See PS 1.4)	N/A	N/A
PS 2.0 Develop a positive estimation of his or her qualities or traits.	2.1 Identify the various dimensions of self-concept.	A 9	In health class: Institute section on self-concept: personal, social academic and community aspects of self-concept, positive self-esteem and individual strengths and weaknesses. (See App H31, App H34)	N/A	N/A
	2.2 Identify physical, personal and social qualities of self.	A 9	(See PS 2.1) (See App H31, App H34)	Engage in extra-curricular activities.	N/A
	2.3 Describe characteristics of self that make one special and unique.	A 9	(See PS 2.1) (See App H 31, App H34)	N/A	N/A
	2.4 Explain how personal traits such as self-reliance, punctuality and citizenship are related to success in life.	A 9	In health class: contract real and ideal self. (See App H31, App H34)	(See PS 2.2)	Volunteer in community organizations.

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	2.5 Accept and value one's own differences from others as positive.	A	(See PS 2.1)	N/A	N/A
	2.7 Identify discrepancies between real self--how I am -- and ideal self -- how I would like to be.	A	(See PS 2.1)	N/A	N/A
	2.8 Describe the relationship between positive behaviors such as performance in physical, personal and social tasks and positive self-esteem.	A	(See PS 2.1)	N/A	N/A
	2.6 Express positive feeling about oneself.	A	(See PS 2.1)	N/A	N/A
	2.9 Identify strengths and weaknesses in the physical, personal, and social areas of life.	A	(See PS 2.1)	N/A	N/A
	2.10 Identify and implement a strategy designed to correct personal weaknesses and enhance strengths in the physical, personal, and social areas of life.	A	(See PS 2.1)	N/A	N/A
PS 3.0 Master effective communication skills.	3.1 Demonstrate effective verbal and nonverbal attending skills such as eye contact, posture, verbal following.	A 9 A	In speech or peer counseling class, address good communication skills. Use films and videos. (See Apps H33, H35, H36) (See App H76)	N/A	N/A
	3.2 Reflect and paraphrase the content of another's communication.	A 9	(See PS 3.1 H76) (See App H35)	N/A	N/A
	3.3 Demonstrate differences between open and closed questions.	A	(See PS 3.1, H76)	N/A	N/A

HIGH SCHOOL
COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	3.4 Demonstrate appropriate use of open and closed questions in an interpersonal interaction.	A	(See PS 3.1) (See App H76)	N/A	N/A
	3.5 Label and reflect accurately the feelings of another.	A 9	(See PS 3.1, H76) (See App H32)	N/A	N/A
	3.6 Demonstrate an attitude of respect and non-judgment toward the feelings and beliefs of others	A	(See PS 3.5)	N/A	N/A
	3.7 Demonstrate appropriate self-disclosure in an inter-personal interaction.	A	(See PS 3.5)	N/A	N/A
	3.8 Confront and challenge an inter-personal interaction.	A	(See PS 3.5)	N/A	N/A
	3.9 Summarize the content and feelings of another in an inter-personal interaction.	A	(See PS 3.5)	N/A	N/A
	3.10 Give and follow directions.	A	(See PS 3.5)	N/A	N/A
PS 4.0 Master social and interpersonal skills.	4.1 Take turns, share, and cooperate in the service of accomplishing group goals	A	In class cooperative learning utilizing group projects. Institute/implement Character Education curriculum.	Participate in co-curricular activities.	Participate in community volunteer activities.
	4.2 Express empathy and compassion for the feelings of others.	A	(See PS 4.1) (See App H74)	(See PS 4.1)	(See PS 4.1)
	4.3 Explain the difference between assertive and aggressive interpersonal behavior.	A	(See PS 4.1) (See App H74 Assertiveness Training)	(See PS 4.1)	(See PS 4.1)

HIGH SCHOOL

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	6.12 Evaluate how prejudicial actions that one has observed are hurtful to others.	A	(See PS 6.3)	(See PS 6.1)	N/A
PS 7.0 Acquire effective problem solving and decision making skills for resolving personal and social dilemmas.	7.1 Identify personal and interpersonal problems in his or her own life.	A	Counselor will give students opportunity to address these issues in individual and small group counseling sessions. (See Apps 33; 35; 36; 74)	N/A	N/A
	7.2 Demonstrate sensitivity to verbal and nonverbal cues in perceiving problems in a social situation.	A	(See PS 7.1)	N/A	N/A
	7.3 Perceive and correctly interpret the actions and needs of other people.	A	(See PS 7.1)	N/A	N/A
	7.4 Develop a series of alternate courses of action in response to an identified problem.	A	See PS 7.1	N/A	N/A
	7.5 Identify the consequences associated with alternative courses of action considered in response to an identified problem.	A	(See PS 7.1)	N/A	N/A
	7.6 Provide a rationale for a chosen course of action as most appropriate when compared to alternate courses of action.	A	(See PS 7.1)	N/A	N/A
	7.7 Select an effective course of action from two or more alternatives in response to an identified problem.	A	(See PS 7.1)	N/A	N/A

HIGH SCHOOL

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	6.5 Explain how understanding and appreciating differences in heritage can help in the development of positive self-concepts and social relationships.	A	(See PS 6.3)	(See PS 6.1)	N/A
	6.6 Relate effectively to others based on differences in ethnic, cultural, religious, and other group membership.	A	(See PS 6.3)	(See PS 6.1)	N/A
	6.7 Discuss how individual and cultural differences among people can contribute to enrichment of whole group.	A	(See PS 6.3)	(See PS 6.1)	N/A
	6.8 Demonstrate an awareness of his or her own biases, prejudices, and stereotypes regarding gender, ethnic, cultural, and religious differences as well as individual differences.	A	(See PS 6.3) (See App H48)	(See PS 6.1)	N/A
	6.9 Evaluate the effects of his or her own biases, prejudices, and stereotypes on self and on relationships with others.	A	See PS 6.8	(See PS 6.1)	N/A
	6.10 Describe conflicts resulting from gender and culture-related beliefs and biases.	A	(See PS 6.8)	(See PS 6.1)	N/A
	6.11 Analyze and evaluate his or her own comfort in associating with individuals from different cultures and ethnic backgrounds.	A	(See PS 6.3)	(See PS 6.1)	N/A

HIGH SCHOOL

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	4.4 Respond assertively, but non-aggressively, to negative and/or provocative responses from others.	A	(See PS 4.19 Assertiveness Training)	(See PS 4.1)	(See PS 4.1)
	4.5 Demonstrate effective stress management strategies when confronted with situations that produce tension, frustration, and anger.	A 9	In health class, present stress management curriculum. (See App H29)	(See PS 4.1)	(See PS 4.1)
	4.6 Explain the meaning of fair play in social relationships.	A	(See PS 4.1)	(See PS 4.1)	(See PS 4.1)
	4.7 Maintain his or her autonomy and personal integrity while participating in group activities and games.	A	(See PS 4.1)	(See PS 4.1)	(See PS 4.1)
	4.8 Explain the ethical principles that underlie and guide personal and social behavior.	A	(See PS 4.1)	(See PS 4.1)	(See PS 4.1)
	4.9 Function effectively as a social-group member.	A	(See PS 4.1) (See App H74)	(See PS 4.1)	(See PS 4.1)
	4.10 Function effectively as a work-group member.	A	(See PS 4.1) (See App H74)	(See PS 4.1)	(See PS 4.1)
PS 5.0 Develop constructive strategies and skills for managing personal and social conflict.	5.1 Recognize the existence of problems in everyday life.	A	Create peer mediation group conflict resolution in High School. (See App H27)	N/A	N/A
	5.2 Explain the relationship between personal expectations and interpersonal conflict.	A	(See PS 5.1)	N/A	N/A
	5.3 Identify sources of conflict in interpersonal situations.	A	(See PS 5.1)	Have peer mediation group act as in-school conflict resolution team.	N/A

HIGH SCHOOL

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	5.4 Describe the connection between frustration and aggression in interpersonal conflict.	A	(See PS 5.1)	N/A	N/A
	5.5 Demonstrate impulse control during interpersonal conflict.	A	(See PS 5.1)	N/A	N/A
	5.6 Discriminate between problems that belong to oneself and problems that belong to others.	A	(See PS 5.1)	N/A	N/A
	5.7 Demonstrate the ability to apply a problem solving strategy in resolving interpersonal problems.	A	(See PS 5.1)	N/A	N/A
	5.8 Identify opportunities for negotiation and compromise in personal conflicts.	A	(See PS 5.1)	N/A	N/A
	5.9 Apply a mediation strategy to help resolve conflicts between others.	A	(See PS 5.1) (See App H75)	N/A	N/A
PS 6.0 Develop a respect for cultural and human diversity and an appreciation for different customs and expectations.	6.1 Identify the customs and expectations of his or her culture and the cultures of others.	A 12	In social studies and foreign language curriculum–class discussions in small groups, role plays. (See App H67)	Create school-side culture fairs with food, dress and theme activities.	N/A
	6.2 Identify differences between self and others based on gender, disability, religion, and culture.	A 12	(See PS 6.1) (See App H48) (See App H67)	(See PS 6.1)	N/A
	6.3 Express pride in his or her family and cultural traditions.	A 12	(See PS 6.1) (See App H67)	(See PS 6.1)	N/A
	6.4 Demonstrate respect for the customs, expectations, and traditions of individuals with different backgrounds.	A	(See PS 6.3)	(See PS 6.1)	N/A

HIGH SCHOOL
COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	7.8 Evaluate the effectiveness of a selected course of action in response to an identified problems.	A	(See PS 7.1)	N/A	N/A
PS 8.0 Develop healthy lives and communities.	8.1 Know and discuss common health problems in society.	A	Integrated already into health curriculum.	Various speakers from hospitals, public health units, nutritionists, social workers, medical personnel, AIDS task force, substance abuse counselors.	N/A
	8.2 Recognize positive effects of living a healthy life to self and society.	A 9	(See PS 8.1) (See App H24)	(See PS 8.1)	N/A
	8.3 Know and demonstrate how exercise, nutrition, positive attitudes, and personal living habits can affect one's life and community.	A 9	(See PS 8.1) (See App H24)	(See PS 8.1)	N/A
	8.8 Give examples of prevention strategies related to the problems of abuse and potential harm.	A	(See PS 8.1)	(See PS 8.1)	N/A
COMMUNITY INVOLVEMENT	1.1 Give examples of the roles and functions of community leaders and workers.	A 10	Integrate into the social science curriculum-- local government education. (See App H69)	Post job listings, invite mayor, and other leaders in the community to speak.	Internships, volunteer work, contact service clubs in the community.
CI 1.0 Appreciate the role of community workers and helpers.	1.2 Demonstrate an appreciation for community leaders, service providers, and volunteer helpers.	A	Plan a school wide have a reception for community volunteers. Guided workplace experiences.	Have an essay contest about the importance of community leaders.	Shadowing community leaders and volunteers. Use student volunteers in school-based jobs.
CI 2.0 Develop a sense of community pride.	2.1 Develop a sense of community pride.	A	Develop bulletin boards of community resources.	Bring newspapers into the classroom.	OJT, DCT, COOP—shadowing.

HIGH SCHOOL

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	2.2 Give examples of achievements by community members that foster pride.	A	Community Hall of Fame organized by school. Post school awards (Red Carpet).	Announce at school when a students, family members, teachers or volunteers are honored by the community.	(See CI 2.1)
	2.3 Describe the positive strengths of a community.	A	Writing projects in English identifying positive aspects of the community.	Invite Chamber of Commerce representatives to speak.	(See CI 2.1)
	2.4 Trace the history and development of his or her community.	A	Social Studies unit: developing a community memory book.	Have a section in library on community history.	Summer work program at the community historical sites.
CI 3.0 Develop and participate in community volunteer service projects.	3.1 Describe the value and benefit of volunteering for community service.	9	Community service clubs to do promotions to promote service clubs in High school (Key Club, National Honor Society). (See App H25)	Essay contest on benefits of their community service. Offer community service credit during summer school.	Internships
	3.2 Identify community needs and interests.	9	Social studies classes do community analysis. (See App H23)	Forward essays to the Chamber of Commerce.	Shadowing in the service industries.
	3.3 Know and identify ways in which young people can help make their schools, neighborhoods, and communities a better place to live and work.	9	Form community improvement committee. "Do the right thing" award for good school participation. (See App H23)	Get feedback on the study.	Work experience.
	3.4 View and describe self as a valuable contributor to safe, friendly, and productive communities.	A 9	Community service club awards or service pins. (See App H25)	School resource office to present to classes on the laws which help to make safe and friendly communities.	Club projects in the community without pay.

HIGH SCHOOL

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	3.5 Participate in voluntary community service projects that involve an application of knowledge and skills learned in school.	A 9	Classes create tutoring programs and programs to read in nursing homes. (See App H25)	Promote clubs that include community service.	OJT, DCT, COOP
	3.6 Describe and discuss the value the satisfaction of helping others through community service projects.	A 9	English class writing projects or journals on topics. (See App H25)	Invite community volunteers to speak of their experiences.	OJT, DCT, COOP
CI 4.0 Understand and enhance the community.	4.1 Demonstrate positive attitudes toward community.	A	Character education posters and activities--citizenship awards.	Encourage positive attitudes on a school-wide basis.	OJT, DCT, COOP
	4.2 Visualize and describe self as a responsible and productive community member.	A	N/A	Give awards to involved community members.	OJT, DCT, COOP
	4.3 Take a part in activities that build a sense of pride in his or her community.	A	Use school-based clubs for fund-raising projects for community improvement.	(See CI 4.2)	(See CI 3.4)
	4.4 Form a positive working and learning relationship with respected and productive citizens in the community.	9	Develop an advisory board of prominent community citizens to be involved with school activities. (See App H4)	Invite advisory board to attend special activities at school.	Career shadowing
	4.5 Know and identify concepts and skills related to good citizenship.	A	Discuss qualities of good citizenship in class.	Give slips to teachers to recognize positive actions by students.	Mentor program
	4.6 Know resources available in the community that support personal and social well-being.	9	Have guest speakers from community resources. (See App. H1, App H21)	Counselors have community resource list to distribute to new and continuing students, families.	Mentor program

Exceptional Student Education Overview

High School

This Exceptional Student Education guide is an addendum to the Southwest Florida School-to-Careers Consortium Comprehensive Student Development Curriculum. No one set of modifications is applicable to the special needs of all learners. The ESE population represents perhaps the most diverse within our schools, so the modifications suggested represent tangible assistance for many students. Some students have needs for changes to the learning situation, others for changes in the learning environment, others for self-management strategies, and still others for physical changes in activities. While some special education students are integrated into classes with all other students, some special education students are engaged in classes that only contain other special education students. However, regardless of learning needs, accommodations required, or classroom setting, all special education students are to be served by comprehensive student development. Student development (academic, career, and personal/social development) is one of many areas in which ESE students are guaranteed access by law.

Our daily responsibility to these students is to make the often simple modifications, accommodations, and adaptations of the exercises contained in the curriculum. When planning to implement this curriculum, the primary emphasis should be on individual learning needs. Thus, whenever planning a lesson, an activity, an off-campus visit, or working with families to develop short and long-range plans to meet students' needs, all counselors and teachers must account for meeting all students' needs. Classroom guests (counselors presenting periodic lessons or outside speakers) should talk to teachers in advance to identify any special considerations. Special educators, who recognize and meet their students' individual needs on a daily basis, may be a good source for many supplementary activities and adaptations.

All student learning needs and curriculum adaptations are specified in an annually prepared Individualized Educational Plan (IEP). The IEP all specifies the degree to which students participate in least restrictive environments, an educational practice called "inclusion". Inclusion means helping students with learning disabilities and other handicapping conditions to work and learn in the least restrictive environment they can manage with reasonable accommodations. This is frequently a regular classroom setting which affords the opportunity to become as independent as possible while gaining social skills and exposure to the widest range of goals and possibilities. All students in the class will benefit through the opportunity to become familiar and accepting of a more diverse range of individuals.

Ultimately, the goal of all children and their families is academic achievement at the student's highest capability that leads to eventual independent adult life. For all students the relationship between education and the world of work is critical, for ESE students that explicit relationship is also critical. The successive career activities involved in awareness, development, and implementation of careers allows ESE students and their families' time to explore and plan lives in which the impact of handicapping conditions can be minimized. Career development activities can help identify careers that are available and plan ways to overcome any barriers to success.

Parents are partners in their children's successes at school and in life. For the ESE student, ongoing involvement and partnership with the family is just as essential as for any other student. Reaching out to families with newsletters, home visits, cable TV, and other new technologies keeps parents and teachers informed of mutual concerns involving students who may need additional support to prepare for a career. Educating parents that their students should be receiving career development curriculum and services, and the potential impact of those services and curriculum is an important part of that role. Other aspects may include coordinating with families concerning supportive home activities as well as helping families access supportive community agencies and programs.

The adaptations suggested in this guide are a sample of the kinds of changes, accommodations, or adaptations that may be required by many students of many activities. Not every activity requiring changes was selected an example. As well, many activities are suggested specifically for ESE populations that do not appear in the comprehensive student development curriculum. It is up to the educator to insure that selected activities are planned carefully to serve the needs of the intended population.

Working with ESE Students in the Regular Classroom

1. Reduce the amount of work and concentrate on the correctness of work done.

The following information was adapted from briefing papers and fact sheets available on **http://www.nichcy.org/disabinf.htm.**_This web site provides a wealth of information concerning different disabling conditions, their characteristics and incidence as well as educational implications and a wonderful list of resources in each category. You are strongly encouraged to visit this site for more information about these and other important topics

Attention-Deficit/Hyperactivity Disorder (AD/HD) is a neurobiological disorder. Typically children with AD/HD have developmentally inappropriate behavior, including poor attention skills, impulsivity, and hyperactivity. These characteristics arise in early childhood, typically before age 7, are chronic, and last at least 6 months. Children with AD/HD may also experience problems in the areas of social skills and self esteem.

Many children with AD/HD experience great difficulty in school, where attention and impulse and motor control are virtual requirements for success. Children with AD/HD tend to overreact to changes in their environment. Whether at home or in school, children with AD/HD respond best in a structured, predictable environment. Here, rules and expectations are clear and consistent, and consequences are set forth ahead of time and delivered immediately. By establishing structure and routines, parents and teachers can cultivate an environment that encourages the child to control his or her behavior and succeed at learning.

Adaptations which might be helpful (but will not cure AD/HD) include:
-- posting daily schedules and assignments
-- calling attention to schedule changes
-- setting specific times for specific tasks
-- designing a quiet work space for use upon request
-- providing regularly scheduled and frequent breaks
-- using computerized learning activities
-- teaching organization and study skills
-- supplementing verbal instructions with visual instructions
-- modifying test delivery.

Autism and Pervasive Developmental Disorder NOS (not otherwise specified) are developmental disabilities that share many of the same characteristics. Usually evident by age three, autism and PDD-NOS are neurological disorders that affect a child's ability to communicate, understand language, play, and relate to others.

Early diagnosis and appropriate educational programs are very important to children with autism or PDD. Educational programs for students with autism or PDD focus on improving communication, social, academic, behavioral, and daily living skills. Behavior and communication problems that interfere with learning sometimes require the assistance of a knowledgeable professional in the autism field who develops and helps to implement a plan which can be carried out at home and school.

The classroom environment should be structured so that the program is consistent and predictable. Students with autism or PDD learn better and are less confused when information is presented visually as well as verbally. To overcome frequent problems in generalizing skills learned at school, it is very important to develop programs with parents, so that learning activities, experiences, and approaches can be carried over into the home and community. With educational programs designed to meet a student's individual needs and specialized adult support services in employment and living arrangements, children and adults with autism or PDD can live and work in the community.

Cerebral palsy is a condition caused by damage to the brain, usually occurring before, during or shortly following birth. "Cerebral" refers to the brain and "palsy" to a disorder of movement or posture. It is neither progressive nor communicable. It is also not "curable" in the accepted sense, although education, therapy and applied technology can help persons with cerebral palsy lead productive lives. It is not a disease and should never be referred to as such. It can range from mild to severe.

Early identification of cerebral palsy can lessen developmental problems and lead to appropriate intervention when it helps the most. Activities for children with cerebral palsy may include:
-- speech and language therapy;
-- occupational therapy;
-- physical therapy;
-- medical intervention;
-- family support services;
-- early education; and
-- assistive technology.

As a child gets older and begins formal schooling, the intensity of services will vary from individual to individual. Persons with cerebral palsy are usually able to attain a substantial degree of independence but, in some cases, may need considerable assistance. People extensively affected by cerebral palsy can still be highly functional and independent. The HEATH Resource Center, the clearinghouse on postsecondary education for individuals with disabilities, states that a significant number of students with cerebral palsy are enrolled in colleges and universities. Advanced technology, including computers and engineering devices, has been applied to the needs of persons with cerebral palsy. Technological innovations have been developed in the areas of speech and communication, self-care, and adapting living arrangements and work sites.

Another important development has been the increased ability of persons with disabilities, including those who have cerebral palsy and other severe disabilities, to live independently in the community. Adults with cerebral palsy are now living, with or without assistance, in their own apartments or townhouses. Independent Living Centers have also proven to be important resources for persons with disabilities.

Hearing impairment is defined by IDEA as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance."

Deafness is defined as "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification."
Thus, deafness may be viewed as a condition that prevents an individual from receiving sound in all or most of its forms. In contrast, a child with a hearing loss can generally respond to auditory stimuli, including speech.

Hearing loss or deafness does not affect a person's intellectual capacity or ability to learn. However, children who are either hard of hearing or deaf generally require some form of special education services in order to receive an adequate education.

Children who are hard of hearing will find it much more difficult than children who have normal hearing to learn vocabulary, grammar, word order, idiomatic expressions, and other aspects of verbal communication. Since the great majority of deaf children (over 90%) are born to hearing parents, programs should provide instruction for parents on implications of deafness within the family.

Down syndrome is the most common and readily identifiable chromosomal condition associated with mental retardation. It is caused by a chromosomal abnormality: for some unexplained reason, an accident in cell development results in 47 instead of the usual 46 chromosomes.

Shortly after a diagnoses of Down syndrome is confirmed, parents should be encouraged to enroll their child in an infant development/early intervention program. These programs offer parents special instruction in teaching their child language, cognitive, self-help, and social skills, and specific exercises for gross and fine motor development. Research has shown that stimulation during early developmental stages improves the child's chances of developing to his or her fullest potential. Continuing education, positive public attitudes, and a stimulating home environment have also been found to promote the child's overall development.

Just as in the normal population, there is a wide variation in mental abilities, behavior, and developmental progress in individuals with Down syndrome. Their level of retardation may range from mild to severe, with the majority functioning in the mild to moderate range. Due to these individual differences, it is impossible to predict future achievements of children with Down syndrome. Because of the range of ability in children with Down syndrome it is important for families and all members of the school's education team to place few limitations on potential capabilities. It may be effective to emphasize concrete concepts rather than abstract ideas. Teaching tasks in a step-by-step manner with frequent reinforcement and consistent feedback has been proven successful. Improved public acceptance of persons with disabilities along with increased opportunities for adults with disabilities to live and work independently in the community, have expanded goals for individuals with Down syndrome. Independent Living Centers, group shared and supervised apartments and support services in the community have proven to be important resources for persons with disabilities.

Many terms are used to describe emotional, behavioral or mental disorders. Currently, students with such disorders are categorized as having a serious emotional disturbance, which is defined under the Individuals with Disabilities Education Act as follows:

> "...a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance--

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors;

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
(C) Inappropriate types of behavior or feelings under normal circumstances;
(D) A general pervasive mood of unhappiness or depression; or
(E) A tendency to develop physical symptoms or fears associated with personal or school problems." (Code of Federal Regulations, Title 34, Section 300.7(b)(9))

The educational programs for students with a serious emotional disturbance need to include attention to mastering academics, developing social skills, and increasing self-awareness, self-esteem, and self-control. *Career education (both academic and vocational programs) is also a major part of secondary education* and should be a part of every adolescent's transition plan in his or her Individualized Education Program (IEP).

Behavior modification is one of the most widely used approaches to helping children with a serious emotional disturbance. However, there are many other techniques that are also successful and may be used in combination with behavior modification. Life Space Intervention and Conflict Resolution are two such techniques.

The regulations for Public Law (P.L.) 101-476, the Individuals with Disabilities Education Act (IDEA), define a learning disability as a "disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations."

Parents and teachers need to concentrate on the individual child. They need to observe both how and how well the child performs, to assess strengths and weaknesses, and develop ways to help each child learn. It is important to remember that there is a high degree of interrelationship and overlapping among the areas of learning. Therefore, children with learning disabilities may exhibit a combination of characteristics.

Because learning disabilities are manifested in a variety of behavior patterns, the Individual Education Program (IEP) must be designed carefully. A team approach is important for educating the child with a learning disability, beginning with the assessment process and continuing through the development of the IEP. Close collaboration among special class teachers, parents, resource room teachers, regular class teachers, and others will facilitate the overall development of a child with learning disabilities.

Some teachers report that the following strategies have been effective with some students who have learning disabilities:
-- Capitalize on the student's strengths;
-- Provide high structure and clear expectations;
-- Use short sentences and a simple vocabulary;
-- Provide opportunities for success in a supportive atmosphere to help build self-esteem;
-- Allow flexibility in classroom procedures (e.g., allowing the use of tape recorders for note-taking and test-taking when students have trouble with written language);
-- Make use of self-correcting materials, which provide immediate feedback without embarrassment;
-- Use computers for drill and practice and teaching word processing;
-- Provide positive reinforcement of appropriate social skills at school and home; and
-- Recognize that students with learning disabilities can greatly benefit from the gift of time to grow and mature.

People with mental retardation are those who develop at a below average rate and experience difficulty in learning and social adjustment. The regulations for the Individuals with Disabilities Education Act (IDEA) provide the following technical definition for mental retardation:
"Mental retardation means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance."

"General intellectual functioning" is typically measured by an intelligence test. Persons with mental retardation usually score 70 or below on such tests. "Adaptive behavior" refers to a person's adjustment to everyday life. Difficulties may occur in learning, communication, social, academic, vocational, and independent living skills. They do learn, but slowly, and with difficulty.

Persons with mental retardation have the capacity to learn, to develop, and to grow. The great majority of these citizens can become productive and full participants in society.

As with all education, modifying instruction to meet individual needs is the starting point for successful learning. Throughout their child's education, parents should be an integral part of the planning and teaching team.

In teaching persons with mental retardation, it is important to:

- Use concrete materials that are interesting, age-appropriate, and relevant to the students;
- Present information and instructions in small, sequential steps and review each step frequently;
- Provide prompt and consistent feedback;
- Teach these children, whenever possible, in the same school they would attend if they did not have mental retardation;
- Teach tasks or skills that students will use frequently in such a way that students can apply the tasks or skills in settings outside of school; and
- Remember that tasks that many people learn without instruction may need to be structured, or broken down into small steps or segments, with each step being carefully taught.

Children and adults with mental retardation need the same basic services that all people need for normal development. These include education, vocational preparation, health services, recreational opportunities, and many more. In addition, many persons with mental retardation need specialized services for special needs.

People with severe disabilities are those who traditionally have been labeled as having severe to profound mental retardation. These people require ongoing, extensive support in more than one major life activity in order to participate in integrated community settings and enjoy the quality of life available to people with fewer or no disabilities. They frequently have additional disabilities, including movement difficulties, sensory losses, and behavior problems.

Early intervention programs, preschool and educational programs with the appropriate support services are important to children with severe disabilities. In order to effectively address the considerable needs of individuals with severe and/or multiple disabilities, educational programs need to incorporate a variety of components, including language development, social skill development, functional skill development (i.e., self-help skills), and vocational skill development

Classroom arrangements must take into consideration students' needs for medications, special diets, or special equipment. Adaptive aids and equipment enable students to increase their range of functioning. The use of computers, augmentative/alternative communication systems, communication boards, head sticks, and adaptive switches are some of the technological advances that enable students with severe disabilities to participate more fully in integrated settings.

Community-based instruction is also an important characteristic of educational programming, particularly as students grow older and where increasing time is spent in the community. School to work transition planning and working toward job placement in integrated, competitive settings are important to a student's success and the long-range quality of his or her life. In light of the current Vocational Rehabilitation Act and the practice of supported employment, schools are now using school-to-work transition planning and working toward job placement in integrated, competitive settings rather than sheltered employment and day activity centers.

Speech and language disorders refer to problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding.

The speech-language pathologist may assist vocational teachers and counselors in establishing communication goals related to the work experiences of students and suggest strategies that are effective for the important transition from school to employment and adult life. Communication has many components. All serve to increase the way people learn about the world around them, utilize knowledge and skills, and interact with colleagues, family and friends.

Traumatic Brain Injury (TBI) is defined within the IDEA as an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.

Despite its high incidence, many medical and education professionals are unaware of the consequences of childhood head injury. Students with TBI are too often inappropriately classified as having learning disabilities, emotional disturbance, or mental retardation. As a result, the needed educational and related services may not be provided within the special education program.

The designation of TBI as a separate category of disability signals that schools should provide children and youth with access to and funding for neuropsychological, speech and language, educational, and other evaluations necessary to provide the information needed for the development of an appropriate individualized educational program (IEP).

Careful planning for school re-entry (including establishing linkages between the trauma center/rehabilitation hospital and the special education team at the school) is extremely important in meeting the needs of the child. It will be important to determine whether the child needs to relearn material previously known. Supervision may be needed (i.e. between the classroom and restroom) as the child may have difficulty with orientation. Teachers should also be aware that, because the child's short-term memory may be impaired, what appears to have been learned may be forgotten later in the day. To work constructively with students with TBI, educators may need to:

-- Provide repetition and consistency;
-- Demonstrate new tasks, state instructions, and provide examples to illustrate ideas and concepts;
-- Avoid figurative language;
-- Reinforce lengthening periods of attention to appropriate tasks;
-- Probe skill acquisition frequently and provide repeated practice;
-- Teach compensatory strategies for increasing memory;
-- Be prepared for students' reduced stamina and increased fatigue and provide rest breaks as needed; and
-- Keep the environment as distraction-free as possible.

Initially, it may be important for teachers to gauge whether the child can follow one-step instructions well before challenging the child with a sequence of two or more directions. Often attention is focused on the child's disabilities after the injury, which reduces self-esteem; therefore, it is important to build opportunities for success and to maximize the child's strengths.

In high school students are increasingly expected to demonstrate the academic, career, personal/social skills already acquired as well as make and implement career decisions. ESE populations in high schools must continue to tailor school-based, connecting, and work-based activities contained in the curriculum matrix to fit the needs of the students. While many of the activities contained in the curriculum are suitable for use with any population, some activities will not be appropriate for lower functioning students or may require adaptation. Most counselors and teachers are comfortable with students planning to pursue post-secondary options of work, vocational/technical training or higher education. Below are some suggestions for adapting and supplementing activities for students who are special diploma candidates, will not choose to pursue post-secondary education, or will need more individualized attention to develop a suitable career path.

When presenting curriculum activities to classes that include students with exceptionalities, counselors may need to make accommodations for student limitations in reading level, cognitive level, attention and impulsivity levels, and behavioral management difficulties. In many instances, the use of visual aids to supplement auditory presentations will be helpful to these students. The use of graphic organizers and pointing out significant information in the activities may help as well. Counselors should be aware of accommodations that may be used for ESE and Section 504 students for required state tests, e.g. FCAT and Florida Writes. All students capable of receiving the standard diploma must take the required tests, and making the accommodations may mean the difference between a passing score and multiple retakes for a student.

Academic Achievement

School counselors and special education teachers must make it clear to students and their parents the differences between regular and special diplomas and the impact of completing each on post-secondary education options. Presentations should include the requirements for each type of diploma as well as GED options for those students whose potential for completing a regular diploma may be marginal. Special diploma candidates need career awareness and experience of occupations and jobs that do not require post-secondary education in college or vocational training.

Career Development

When administering interest inventories to ESE students, accommodations for their disabilities are necessary. For low functioning regular diploma candidates and for special diploma candidates the Self Directed Search Form E is a good instrument to use because it lists primarily career options that do not require post-secondary education. When using CHOICES, teacher direction may be necessary to accommodate reading level as well as help maintaining focus for the duration of the program. Counselors should make available to students the information regarding colleges that have programs to help students with disabilities.

Personal Social Development

All students will need to learn job search and job maintenance skills. Employability classes have many opportunities to infuse personal/social development activities in ways that these skills can be related to the world of work.

Community Involvement

When bringing in guest speakers from the community, be sure that the jobs that are represented are appropriate options for the audience. Goals 2 and 4 may be particularly difficult concepts to grasp for some lower functioning students with disabilities. Counselors may need to focus on meeting fewer objectives with some of the students in the regular class setting.

Community-Based Instruction

Community-Based Instruction (CBI) is a program designed for students who need practical, "hands-on" education that prepares them to function as productive adults by giving them the opportunity to apply basic skills in real-life settings.

CBI provides the teacher with a community-based approach to teaching community, domestic, personal management, recreation/leisure, and vocational skills chosen from the curriculum frameworks: the classroom becomes a support to the community instructional lab. Rehearsal and preparation activities that support the skills learned in the community are conducted in the classroom. This approach to teaching is also known as community referenced instruction. Family involvement continues to be crucial.

CBI is a highly personalized approach to working with students who have not succeeded in the traditional school program. CBI does not replace basic skill instruction. It is a method of analyzing how students apply their skills and teaches students specific performance content. Even the lowest functioning students can participate and make choices at some level in the activities.

Suggested Modifications for Activities In Appendices

H-2 May need to read questions orally.

H-3 May need to work with a partner.

H-4 Include identification of skills and their relation to the job choice.

H-10 Use the Self Directed Search Form E.

H-11 Bring in community members and possibly former ESE students to present about their jobs.

H-12 Include copies of completed resumes/job applications for students to use for reference during the model interviews. Simulate interview for their job choices. Include discussions and examples of appropriate dress etc., for various job interviews. Create a sample schedule of an interview day including setting the alarm, laying out clothing, securing transportation, etc.

H-15 Provide classified sections of newspapers and teach students how to look for a job. Have some career resources for jobs that do not require post-secondary education or a four-year degree.

H-16 Provide models of resumes, including skeletons and samples. Show a video of someone using their resume in an interview. Assist students in transferring resume information to job applications.

H-17 Do job shadowing with small groups of students and a teacher chaperone.

H-20 Assist students in collecting their information to go into the resume before the activity.

H-21 Provide lists and do visits of places that specialize and assist in employment for the ESE population.

H-26 Use heterogeneous cooperative groups to complete the activity sheets. Each student does not need to complete a separate sheet.

H-30 Read orally to the class or have student volunteers read each item and then students fill in the response individually.

H-32, 33 Critical skills for emotionally handicapped students. They may not respond well to this activity unless presented in a very non-threatening environment.

H-44 Preface activity with lessons about short term vs. long term goals including appropriate examples. Include feedback from the teacher on what goals the teacher would set for the student.

H-46 Read orally to the class or have student volunteers read each item and then students fill in the response individually.

H-55 Working in heterogeneous small groups may be beneficial to students whose reading levels are below grade level.

H-56 Follow this activity with a lesson on budgets and a simulation of living costs.

H-61 If possible, include persons with disabilities in Career Day activities.

H-65 Due to length of the checklist, orally reading the items, or spreading the completion of it over several days may help those students with lower reading levels.

H-67 Help students understand what the definition of discrimination is as well as what employee rights are and how they would handle a problem in the workplace.
Students with disabilities need to be aware of when they are required and not required to disclose a disability. Counselors may wish to handle this individually rather than calling attention to it in front of the entire class.

H-70 Include more jobs under the job list that do not require college education.

H-72 Fill out the form together in small groups.

H-75 This is another activity that is difficult for emotionally handicapped to manage, but crucial that they learn these skills. A non-threatening environment with support is necessary.

Helpful Web Sites For Exceptional Student Education

General, for All Categories	http://cec.sped.org/home/htm http://nichy.org http://disability.com/links/cool.shtml http://ed/gov/offices/OSERS/IDEA http://fndfl.org/brochure.html
Learning Disabilities	http://wwwldonline.com http://www.ldmatl.org http://www.ncld.org
Attention Deficit Hyperactivity Disorder	http://www.chaad.com http://www.add.org http://add-adhd.org
Emotional/Behavioral	http://mentalhealth.org/INDEX.htm http://www.aacap.org
Mental Retardation	http://thearc.org/welcome.html http://specialolympics.org http://aamr.org
Communication/Speech and Language	http://www.asha.org http://www.boystown.org
Gifted	http://www.prufrock.com http://www.eskimo.com/~user/kids.html
Severe and Multiple Disabilities	http://www.tash.org http://www.asbah.demon.com
Autism	http://www.syr.edu/~jmwobus/autism/# libraries http://www.autism.org/contents.html/# subgroup

	http://www.udel.edu/bkirby/asperger/index.html
Other Health Impairments	http://www.cancerkids.org/ http://www.jdfcure.com/cdk001.htm (Juvenile Diab.) http://www.epinet.org.au/ (Epilepsy)
Physical Disabilities	http://www.sbaa.org (Spina Bifida)
Traumatic Brain Injury	http://www.brainindex.com/tbl.html http://www.neuroskills.com/~cns/tbi/hdi/gb.html
Hearing Loss	http://www.deafworldweb.org http://www.agbell.org http://www.nad.org http://www.gallaudet.cdu:80/-nicd
Vision Loss	http://www.afb.org/afb/ http://www.az.com/~dday/blindkids.htmlHe

2. When the student does a task well, let him be responsible for helping others with it.

3. Teach the same subject, but also present it through concrete experiences and visual media.

4. Teach tasks as much as possible through functional activities such as shopping, making change, reading the newspaper, playing games, etc.

5. Reduce distractions by: having only one task at a time, using worksheets with lots of space, providing a quiet work area, giving simple directions or questions.

6. When homework is given, it is best to give work the student can already do with which he needs more reinforcement.

7. Pair up the mainstreamed student with another student that has leadership, compassion, and patience capabilities.

8. Move the student to a closer position for teacher supervision.

9. Move distracting or disturbing students/materials.

10. Allow the student to use any necessary crutch to learn; it will be discarded when no longer needed.

11. Individualize instruction where needed.

12. Set fair and clearly defined limits for classroom behavior and academic expectations. Follow through with consistency.

13. Make a definite effort to see that each student has some sort of success each day.

14. Allow for open communication between yourself and the ESE student.

15. Actively control variables which make learning occur, such as directing attention, arranging tasks, prompting responses, differentially reinforcing

behavior.

16. Be flexible with output; have students write, talk aloud.

17. Provide directions which are simple, specific, and consider the clarity, speed, complexity, and channel of delivery: check for comprehension: have student repeat and/or paraphrase.

18. Encourage homework as promoting academic progress, not as a punishment for poor achievement.

19. Use a variety of assessment techniques: written, oral, demonstration.

20. Be flexible and ready for change!

Why Assessment in Student Development?

Curriculum assessment gets to the heart of the matter in education today; can counselors or any educators demonstrate their worth to the education process and to meeting standards? Accountability is critical as districts and buildings are increasingly free to select staffing patterns that best meet student learning needs. Those who cannot demonstrate their effectiveness in terms of student learning and outcomes will be increasingly vulnerable. Assessment is required of any continuous quality improvement process. If our goal is truly student development, we have to be ready to examine our methods and assumptions in helping students achieve their goals.

Current trends in education see a movement toward increased accountability for curriculum delivery and effectiveness. In student development curriculum areas, such assessment is not often as simple as standardized testing nor are skills as discrete as those are in English or math. However, accountability to curriculum goals for student development requires that some assessment practices be incorporated into any curriculum adoption. This guide presents ideas for assessment of the Comprehensive Student Curriculum developed for the Southwest Florida School-To-Careers Consortium.

This assessment effort is breaking new ground. Most information about student development concerns inputs and counselor/teacher time accountability when it is gathered at all. This shifts the focus to student learning and the effectiveness of programs on student decisions and attainment. As a new process, it must be continually revisited, revised and time/benefits in assessment activities must be evaluated.

Purposes of Assessment

Assessment serves several general purposes that can be broadly defined under decision making, communication, and accountability.

Decision making Assessment information can be used to help students make individual decisions about career paths, and course planning as well as helping students identify skills, knowledge or attitudes that they still need to learn. Individual students and their families benefit from such assessment as specific skills are identified as having been acquired or which need further exposure and development. Teachers and counselors can identify students' needs for curriculum planning. They can also use information to improve instruction and curriculum activities. Schools or districts can use assessment information to continue or improve instruction, programs, and curriculum as well as to contribute to the school improvement process as a whole. District administrators can use such information in curriculum planning, training, district improvement goals and in setting priorities for meeting student needs. Increasingly, staffing decisions may be made based on assessment data.

Communication Assessment information is already used to communicate progress toward educational goals to students, parents, community members, and administrators. As well, assessment information is often used to communicate special strengths or successful features of programs, curriculum activities, or schools. For student development purposes, assessment may also communicate areas of student achievement that have previously been ill-defined and may advocate for the importance of such student achievement goals in the overall curriculum and educational program.

Accountability Assessment information is at the heart of school, district and program accountability; an increasingly critical factor in all aspects of education's operations. Without assessment, many believe that there is little accountability. Little accountability makes staff and their programs vulnerable to criticism, lack of understanding, or reductions in support.

Assessment Approaches

Several approaches to assessment are possible. When considering assessment methods, it is important to recognize that assessment based on all self-report data may not provide an entirely accurate picture of what a student really has experienced or learned. The same may be true of assessment based entirely on a list of inputs. Consider a mixture of data sources and types of assessment to get the most accurate picture of what individual students and programs have accomplished.

First, inputs can be assessed. Did curriculum units get delivered? Teachers and/or counselors can be asked to list activities, materials, and annual schedules for student development curriculum delivery. Examples of such activities can be obtained by reviewing the Florida's Comprehensive Student Development Curriculum for a School-To Career System (1994).

A second approach involves assessing student learning of each discrete activity. For example, when middle school students are engaged in the work-based learning activity of touring a hospital to learn about different occupations that occur there, they can be asked to list three occupations they observed and list the educational qualifications each requires, or each can be asked to write an essay to relate a work of fiction about medicine to match observations at the hospital. Another example might be, students demonstrating specific career skills as part of the activity itself, e.g., completing a four-year plan. While such assessment may be readily adapted to school-to-career curriculum, and are certainly recommended as much as possible, such activities may become burdensome to a school day already burgeoning with increased curricular requirements and testing.

A third approach is to assess broader student development accomplishments. This type of assessment is by nature more synthetic of a broader range of skills and competencies and would occur after longer periods of instruction and experiences; i.e., after a year or at transition points between school levels or between school and work. This approach is more portfolio or performance based and creates an accountability at the "seams" of a student's school progression. As well, since school-to-career curriculum activities are often infused into other curriculum areas, separate assessment may be neither appropriate nor convenient. It adds less burden to teachers and counselors and can be used to communicate to the next consumer of a student's skills (teacher, counselor, employer) that the student has achieved a specified level of competence in identified school-to-career objectives.

Another approach to assessment can be overall program assessment. Such assessment may be included in school climate surveys of students, school personnel, administrators, and community members. Or specific surveys to evaluate skill acquisition, career awareness and development, and the degree to which classroom and community based activities, can be developed and administered. Questions should focus on a variety of areas including:

Career awareness, career decision making skill acquisition, and career maturity;
Personal/Social development goals including those for working with others, self-management skills, and communication skills;
Involvement of family in academic and career planning and parental knowledge of the student's progress and school-based activities;
Infusion of academic, career and personal/social development in all aspects of educational program;

Degree to which school-based, linking/connecting or work-based activities have been observed or are considered successful.

Gathering and Maintaining Assessment Information

The information collected by methods suggested in this guide may be used in several ways. Some tracking and inclusion in student records is recommended. Each segment may be used separately by each level and may be tracked through student maintained portfolio on a student developed folder or may be maintained by student services professionals on a paper or electronic portfolio. Each method has benefits and drawbacks. Student maintained portfolios are most effective in terms of staff time and student responsibility. However, they are often incomplete, can be easily lost and are not readily available for accountability surveys or program assessment. Such portfolios are commercially available, though costly as consumable goods. Paper portfolios have advantages in that they are available to school staff for program evaluation, provide artifactual evidence of student progress and program effectiveness, and allow individual student progress and learning needs to be tracked and monitored. However, these can be expensive to maintain and may add to already crowded school files.

Electronic tracking has several advantages in its capability to provide individual, small group or district aggregate data readily. As well, sophisticated analyses can be performed with other electronically maintained data like test scores and grades that create a potential wealth of program and accountability data. It would also readily lend itself to a student development transcript available for post-secondary institutions and employers alike. However, only one electronic portfolio system is available and it is an expensive investment which requires some personnel or trained students to input data to maintain. A one-time commitment of resources to create such a portfolio might be worth the investment by a district or consortium of districts which has immediate interface with other student record systems as a distinct advantage. Ultimately, skill acquisition and work experience history benefits students as they progress through school. As technology continues to improve, more electronic tracking mechanisms will become available and are ultimately considered to be most desirable. One commercially available product, InfoTracker (available from Stardata, Inc.) can provide an individualized student portfolio of all student development accomplishments and activities, especially those related to school-to-career activities and elements, in an electronic format.

Two commercially available products are available for K-12 or 6-12 assessment. The first, the Career Maturity Inventory can be used to assess student progress and career development needs at key points in development - transition between levels. The CMI provides information concerning attitudes and competencies in career decision making skills. Iowa Career Learning Assessment provides information concerning career development, school-based learning, work-based learning and connecting links. The survey combines information from students, educators, parents and community partners and is geared toward student competencies and career maturity as well as degree to which school-to-career type of activities have occurred. Both instruments provide individual and group data useful to program assessment. In particular, schools that have career development courses in ninth grade can use the instrument to measure aspects of the effectiveness of the course and related experiences. However, each has initial and recurring costs and individual schools or districts may well wish to customize aspects of these evaluation programs or develop individual evaluations.

The following guide will present examples of assessment activities that can be performed at transition points or in a few cases, a year end. At each transition point several types of activities will be recommended and fully described.

Each section of this guide is presented in terms of the overall goals for students completing that level of education, specific competencies expected by transition, and assessment strategies and formats which can be used.

HIGH SCHOOL ENTRY AND EXIT COMPETENCIES: OVERALL AND BY GRADE LEVEL

All schools will build an orientation packet or plan orientation experiences to help students who are new to the system catch up with these on-going activities.

When students enter from middle school they should be able to demonstrate:

- Career awareness and exploration behaviors
- Completion of 4 years of 6 year Plan (a Six year plan is the traditional Four year plan extended to the first two years of either vocational or academic post-secondary training.)
- Knowledge of Florida academic and vocational/technical scholarship opportunities
- Knowledge of state mandated and district high school graduation requirements
- Assessment results from preliminary formal assessment instrument (CHOICES Jr., or some other program) Continuing computer literacy and processing skills
- Knowledge of high school rules, homework, behavior, attendance accountability, and credit accrual and denial policies
- Knowledge of employability skills
- Appropriate planning and goal setting skills
- Appropriate decision making and problem solving skills
- Appropriate interpersonal skills

High schools will incorporate computers with Internet access for career exploration, career awareness activities, resume writing, college research, and financial aid/scholarship research activities into an accessible area of each school; either in the library, career resource area, computer laboratories or in all three. This could supplant the need for a career library.

During 9th Grade the following are covered:

- Orient to school resources especially guidance counselor
- Begin Career Assessment – e.g., CHOICES or other district designated program, to understand how to interpret their personal experiences in terms of future goals; introduce concept of lifestyle decisions and choices
- Goal setting and time management skills
- Work habits and task approach skills vis a vis class and school

requirements, rules, and regulations

- Graduation requirements and accumulation of credits, grade point average calculation
- Scholarship/Financial Aid implications of academic and personal accomplishments
- Summer School
- Career exploratory behavior, e.g., Gaining summer employment, information interviews, meeting with Occupational Specialist/Career Counselor, internships.
- Job search skills
- Introduce outside activities and community services to 4/6 year plan
- Importance of co-curricular and extra-curricular school activities
- Develop a resume
- Continue development of decision making and problem solving skills as well as interpersonal and communication skills

During 10th Grade the following are covered:

- Review and adjust 4/6 year plan
- Continue career exploration
- Continue career and self assessment
- Reinforce work habits and task approach skills
- Introduce testing for college - PLAN and PSAT
- Introduce and successfully complete HSCT and other competency testing (FCAT)
- Introduce vocational training opportunities while in high school
- Introduce dual enrollment
- Introduce ASVAB
- Continue developing resume
- Review scholarship/financial aid information vis-a-vis course planning and course accomplishment to date

During 11th Grade the following are covered:

- Review and adjust 4/6 year plan
- Continue career exploratory behavior and activities
- Continue career and self assessment
- Reinforce work habits and task approach skills
- Review scholarship/financial aid info vis a vis continuing course paths
- Review PSAT, continue testing orientation and preparation
- Provide information about SAT, SAT II Subject Area tests and ACT
- Review and implement dual enrollment
- Review and implement vocational opportunities

- Provide ASVAB information and materials
- Introduce NAEP (Schools That Work) competencies for testing next year
- Introduce TABE competencies
- Introduce articulation agreements between vocational, public school, and higher education
- Advise about wise use of summer time: introduce college search process and using summer of junior/senior year to visit colleges
- Introduce apprenticeships/internships and summer vocational programs available for non-college bound students, vocational visitations
- Complete a resume

During 12th Grade the following are covered:

- Continue to monitor academic progress
- Completion of college applications
- Complete an exit checklist appropriate to post high school plans to ensure a smooth transition to next level
- Completion of scholarship and financial aid applications
- Identify and apply for vocational training
- Finalize SAT/NAEP and other testing
- Visit local post-secondary institution(s) to plan for orientations and/or placement testing

When students leave high school and enter the workforce or a post-secondary institution they should be able to demonstrate or have the following competencies:

- Appropriate interpersonal skills including problem solving, working with groups, making decisions, managing time and resolving conflict.
- Job search skills - identify, apply for, interview for and obtain employment
- Enter vocational program with 4/6 year plan to facilitate transition
- Enter a community or four year college with 4/6 year plan to facilitate transition
- Have identified and applied for financial assistance for post-secondary education as appropriate
- Have life skills to plan first year out of high school for successful independent living Have identified preliminary life plan, set goals and initiated plans

ASSESSMENT ACTIVITY EXAMPLES

Assessment at the high school level can occur at the end of each grade level or can be cumulative at the end of twelfth grade. Assessment may be made by counselors or teachers who review student portfolios and records and recommend adjustments or provide referral for assistance when needed, can be made by third and fourth year students (mentors) who can assist first and second year students. Student mentors would be trained to provide review and assistance.

Students can be asked to maintain career portfolios of accomplished tasks and records of work or career experiences in a paper or electronic portfolio. Such portfolios would list the following checklist for each grade:

Grade 9

Activity	Date and Method Accomplished
Attended school orientation with school counselor	
Met with school counselor (with family) to review 4/6 year plan	
Began career assessment – CHOICES or other instrument/assessment program	
Attended class/session on goal setting and time management	
Exhibit time management skills by getting work in on time	
Know graduation requirements and how to accumulate credits	
Know how to calculate grade point average	
Know scholarship/financial aid implications taking certain courses	
Know advantages or opportunities in summer school	
Have gained summer employment information, sought and achieved summer employment	
Have met with Occupational Specialist/Career Counselor	
Completed career awareness/critical thinking course (if offered)	
Enrolled in high school academy (if offered)	
Am aware of internship/shadowing opportunities	
Have planned for outside activities and community service in 4/6 year plan	
Developed a resume (copy in portfolio)	
Have participated in conflict resolution or other program (if	

warranted)	

Grade 10

Activity	Date and Method Accomplished
Met with counselor to review, monitor and adjust 4/6 year plan	
Met with school counselor to learn about dual enrollment opportunities	
Know current grade point average	
Completed self-assessment of study skills and work habits	
Sought tutoring/assistance with study skills and work habits as needed	
Was introduced to testing for college - PLAN and PSAT	
Completed PLAN and/or PSAT	
Completed HSCT and other competency testing	
Met with Occupational Specialist/Career Counselor to learn about vocational training opportunities while in high school	
Met with Occupational Specialist/Career Counselor to learn about ASVAB	
Updated resume	
Have engaged in internship/shadowing opportunities	
Have engaged in outside activities and community service	

Grade 11

Activity	Date and Method Accomplished
Met with counselor to review, monitor and adjust 4/6 year plan	
Met with counselor or attended group session to discuss summer plans: summer internship/vocational opportunities, using summer to begin college visits and search process	
Met with counselor or attended group session about articulation agreements between vocational, public school and higher education	
Began dual enrollment in vocational/technical or community college as appropriate	
Know current grade point average	

Continue self-monitoring of study skills and work habits	
Sought tutoring/assistance with study skills and work habits (as needed)	
Reviewed PLAN and PSAT results with school counselor	
Participated in SAT/ACT test preparation/review	
Completed SAT, SAT II Subject Area Test and/or ACT	
Completed HSCT and other competency testing (NAEP, TABE)	
Met with Occupational specialist/Career Counselor to learn about vocational training opportunities while in high school	
Completed ASVAB and reviewed results	
Updated resume	
Have engaged in internship/shadowing opportunities	
Have engaged in outside activities and community service	
Reviewed scholarship/financial aid information in light of continuing course path and accomplishments/Attended session on applying for financial aid with family	

Grade 12

Activity	Date and Method Accomplished
Met with counselor to finalize 4/6 year plan	
Met with counselor or attended group session to discuss next year's plans	
Began post-secondary (vocational/technical/college/university) application process	
Attended session with family concerning applying for scholarships and financial aid (if not done in Grade 11)	
Began post-secondary (vocational/technical/college/university) scholarship/financial aid application process early in year	
Began dual enrollment in vocational/technical or community college as appropriate	
Knows current grade point average	
Monitored study skills and work habits	
Sought tutoring/assistance with study skills and work habits (as needed)	
Reviewed SAT/ACT results with school counselor	
Participated in SAT/ACT test preparation/review and completed	

retakes if necessary	
Completed HSCT and other competency testing (NAEP, TABE)	
Visit local post-secondary institution(s) to plan for orientations and/or placement testing	
Completed ASVAB and reviewed results	
Updated resume	
Have engaged in internship/shadowing opportunities	
Have engaged in outside activities and community services	
Reviewed scholarship/financial aid info in light of continuing course path and accomplishments	

Portfolio Contents:

Four checklists, one for each grade
Resume
Copies of recommendations from employers, teachers, service activity supervisors
List of shadowing experiences or interviews with persons in career related jobs/occupations
List of outside/community service activities incorporated into 4/6 year plan
Copies of post-secondary applications (college, university, vocational-technical skills)
Copies of financial aid/scholarship letters, essays and applications
Transcripts

An alternative to individual grade level checklists and a paper portfolio is an electronic portfolio such as InfoTracker, commerically available from Stardata, Inc.

CERTIFICATION AS WORK, OCCUPATION, CAREER, OR POST-SECONDARY READY

An additional checklist or certification can be created for students during or completing high school. A team of school staff, community partners, and parent volunteers who review student portfolios and conduct interviews can accomplish this task by interviewing students throughout high school, sampling students to interview or by allowing students to apply for such certifications. Skills and items to be present include:

- Evidence of problem solving ability

- Evidence of interpersonal skills – working well with others, self-management
- Job search skills
  - Can complete job application
  - Has current, complete resume
  - Can complete interview including appropriate dress, knows what information to bring
- Evidence of successfully obtaining job (W-2 or employer evaluation from non-relative)
- Evidence of completed applications for post-secondary opportunities and financial aid/scholarships (as needed)
- Has life plan for independent living if articulating directly to work
- Has life plan of goals for one to five years after graduation

OTHER HIGH SCHOOL ASSESSMENT OPTIONS

- Utilize the Career Maturity Inventory or Iowa Career Learning Assessment at 9th and 12th grade to make individual adjustments for students and assess their successful acquisition of skills. This may be particularly appropriate for schools or districts which incorporate career development or related courses in their ninth grade curriculum as well as those who are organized into career academies.

- Create a survey of area employers of local high school/post-secondary graduates. This can be accomplished with paper and pencil questionnaire or by running periodic focus groups to determine program effectiveness.

- Develop a competence survey that asks students about their readiness to engage in specific career activities. For example, Dr. Laura Ward in a presentation to Collier County Public School Counselors provided an example in which students were asked to evaluate their from very low to very high on a seven point scale level of confidence that the student knows:

1. how to prepare for careers in which I am interested
2. how to explore several different careers in a specific area in which I am interested
3. how to obtain scholarship and financial aid information
4. which leisure and recreational activities best fit my interests and needs

5. that I can make a plan of high school classes which would be best for me (reviewed and changed as needed)
6. that I will visit colleges before enrollment
7. how to find a place to live while attending college
8. how to pick a college
9. that I could get along with both men and women on the job
10. how to select courses that will help me meet my career goals
11. that I understand my interests and abilities, and how this can help me make a career choice
12. what careers certain majors would prepare me for, and the future of those careers
13. that I can handle kidding or criticisms from other students if I have an interest in or choose a course usually taken by the opposite sex
14. how to develop recreational interests that will make my leisure time more enjoyable (for example, hobbies and sports)
15. how to find courses that fit both my needs and interests
16. how being a male or female affects my career choice
17. how friends can affect my leisure time
18. how to decide on a field of study
19. how to develop a career plan that can be changed
20. how one's job affects one's leisure time
21. about various colleges and what they have to offer
22. to find out more about possible careers and the world of work
23. to take courses appropriate to my career choice, even though most often they are taken by the opposite sex
24. how the place where I live affects job opportunities
25. that I can make plans beyond graduation (job opportunities, training programs, college/vocational-technical school, financial aid, military, etc.)
26. how to choose college courses that would help me prepare for a career
27. about jobs that are usually filled by the opposite sex, but are available to both sexes
28. the requirements for high school graduation
29. that I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course usually taken by the opposite sex

Each of these surveys or suggestions is geared to a specific set of objectives or outcomes. School and districts should consider their most critical objectives and create instruments which measure the accomplishment of their greatest areas of concern.

Resources for Comprehensive Student Development and School-To-Career Curriculum

There are many resources for classroom, school and community based activities which will work well to achieve the learning objectives contained throughout this comprehensive student development curriculum. The activities contained in the appendices of this curriculum guide are intended only as examples of what can be done with students. Other resources for information and activities are listed below.

Assessment

Career Cruiser: www.firn.edu/doe/bin00056/lcruzer.htm or 1-800-342-9271

CHOICES and CHOICES, Jr. Available through Florida Department of Education

Crites, J. (1998). Career Maturity Index, Available from Careerware, 1-800-267-1544

Info Tracker, Available from TechLan at www.ticom/infotrak.htm or at Phone - 800-947-8460; 4900-C Mercer University Dr., Macon, Georgia 31210

Curriculum Activities

Broward County Public Schools (1990). Comprehensive guidance and counseling programs. Ft. Lauderdale, FL: Author.

Center on Education and Work. (1992). Developmental guidance classroom activities for use with National Career Development Guidelines: Grades K-12 (4 volume set). Madison, Wisconsin: University of Wisconsin.

Chew, C. (1995). School-to-work transition: Resources for counseling. Madison, Wisconsin, Center on Education and Work.

Commonwealth of Virginia Department of Education, (1998). Career Connections. Richmond, VA: Author.

Florida Department of Education, (1990). Insights: A self and career awareness program (three volume set). Tallahassee, FL: Author.

School Board of Volusia County. (1998). K-12 Developmental guidance plan. Volusia County, FL: Author

Wisconsin Department of Public Instruction. (1996) The Wisconsin developmental guidance model. Milwaukee, WI: Author.

National Standards

Campbell, C.A. & Dahir, C.A. (1997). The national standards for school counseling programs. Alexandria, VA: American School Counseling Association.

National Career Development Association (1996). National career development standards, Alexandria, VA: Author.

United States Department of Labor (1991). What work requires of schools: A SCANS report for America 2000. Washington, D.C.: U.S. Government Printing Office.

School-to-Careers, School Counseling and Comprehensive Student Development

Florida Department of Education (1992). Florida's Student Development Program: A Framework for Developing Comprehensive Guidance and Counseling Programs for a School-To-Work System. Tallahassee, FL: Author.

Perry, N. & Ward, L. (1997). Helping students plan careers: A school-to-careers guide for counselors. American Vocational Association: Alexandria, VA.

Web sites of interest: (Many of these sites have hot links to other important sites too numerous to mention)

American School Counselor Association: www.schoolcounselor.org

Association for Career and Technical Education (formerly the AVA): www.avaonline.org

Career Counseling resources: seamonkey.ed.asu.edu/~gail/career.htm

Career Mosaic: www.careermosaic.com

eXploring Careers: www.explore.cornell.edu/

Florida School-To-Work Initiatives: www.stw.ed.gov/Database/State2.cfm

Florida Department of Education Publications: www.firn.edu/doe/bin00051/pub_man.htm

Florida Division of Workforce Development: www.firn.edu/doe/bin00051/home0051.htm

National Career Development Association: www.ncda.org

National Center for Research in Vocational Education: ncrve.berkeley.edu

National Occupational Information Coordinating Committee: www.noicc.gov/

National School-to-Work Office: www.stw.ed.gov/

University of Wisconsin Center for Education and Work: www.cew.wisc.edu/

US Department of Education: www.ed.gov/

What exemplary career development programs should look like: ncrve.berkeley.edu/MDS-855

Communities Build
CHARACTER
It's Everyone's Job!

The School Board of Lee County

Character-Building Word for September

RESPONSIBILITY

Accountability for your choices, obligations, and duties

WEEK 1

Today's preparation determines tomorrow's achievement.
Anonymous

Each is responsible for his own actions.
H.L.Hunt

Winners make goals; losers make excuses.
Anonymous

I discovered I always had a choice and sometimes it's only a choice of attitude.
J. M. Knowlton

Well done is better then well said.
Ben Franklin

WEEK 2

The buck stops here.
Harry Truman

It's the little things in life that determine the big things.
Anonymous

Winners never quit and quitters never win.
Anonymous

I never did anything worth doing by accident, nor did any of my inventions come by accident, they came by hard work.
Thomas Edison

Strive for excellence, not perfection.
Anonymous

WEEK 3

Responsibility is accepting the positive and the negative consequences of our actions.
M. Popkin

If you don't have time to do it right, when will you have time to do it over?
Anonymous

Every job is a self-portrait of the person who did it.
Claude Bristol

The ability to accept responsibility is the measure of the man.
Roy I. Smith

By failing to prepare, you are preparing to fail.
Ben Franklin

WEEK 4

Stop blaming others. Take responsibility for every area of your life.
Anonymous

He who is good at making excuses is usually little good for anything else.
Ben Franklin

It's not over till it's over.
Yogi Berra

We are judged by what we finish, not by what we start.
Anonymous

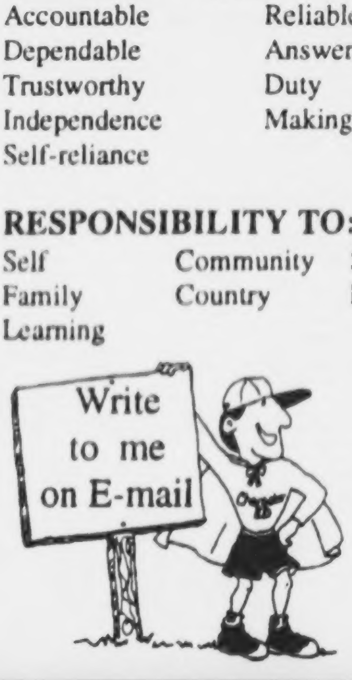
Winners are people who do jobs uncommonly well even though they don't feel like doing them at all.
Anonymous

RELATED WORDS

Accountable
Dependable
Trustworthy
Independence
Self-reliance
Reliable
Answerable
Duty
Making Choices

RESPONSIBILITY TO:

Self
Family
Learning
Community
Country
School
Planet



PRACTICAL APPLICATIONS

Returning what you have borrowed in the same condition.
Taking responsibility for learning,
    Getting help when you don't understand something
    Developing strategies that can help you learn
    Completing homework
Taking the responsibility to be prepared
Being helpful before you are asked
Taking care of your possessions
Being accountable to friends and family, not making excuses
Accepting the consequences of one's choices and actions
Understanding how responsibilities change as we get older
Discuss what the students are responsible for this school year as well as other employees at the school. How important is it for everyone to carry out their responsibilities?

Activities

C= Community Activities S= School Activities F = Family Activities

C S F Read and/or discuss a **daily quote,** on the morning news, in the newspaper, at dinner.

C S F Have students omplete the "Character Cartoon" and/or write their answers to Character ED on the E-mail.

C S F Make a "graffiti" wall, board, poster, with the title " **Responsibility is...** ". Ask the students to add their thoughts. Sections can be added for the other months.

C S F Discuss the importance of **following through with your responsibilities.** What does it mean to do the absolute minimum or seeing something through because it is the responsible thing to do.

C S F Think about a time you **relied on someone** and were let down. Reflect on some aspect of this experience.

C S F Make **classroom/home expectations** clear and hold students accountable for their actions. Practice procedures that help the class run smoothly i.e. lining up, greeting visitors, changing activities, turning in homework, etc.

C S Include **anecdotes** of responsible student behavior in the school newsletter to parents.

C S F Provide opportunities for **volunteer service**. Tie this into responsibility towards others and the community.

C S F Publicly recognize the work and achievements of **"Unsung Heroes"**... the custodians, repairmen,teachers, secretaries, cafeteria workers, and volunteers who demonstrate a strong commitment to their responsibilities.

C S F **Character Honor Roll** - Students observed by anyone in the school/workplace to have demonstrated Character can have photo displayed or other recognition.

C S F Encourage students to discuss **taking responsibility for their own learning**. Encourage students to develop meta-awareness of how they learn best and develop strategies for improvement. For example ask students to remember "*Gershwin wrote An American in Paris*" and "*James Baldwin wrote For Want of a Horseshoe Nail*" Discuss how they remembered these facts.

C S F **Plant Parents**- Plant a seed and nurture to mature growth. Tell students it is their responsibility to care for this living thing. Talk about how plants responded, in relationship to the time and care they received. Relate this to their other responsibilities in life.

C S F **The Not Making Excuses Jar** - Fill a jar with one bean for each minute of class time. Each time a student makes an excuse one bean is removed. Time that is not wasted listening to excuses can be free time at the end of the week/month. Previously removed beans can be replaced when students demonstrate responsibility.

C S F **I Did My Homework** - Students who consistently complete and turn in homework could be recognized.

C S F Encourage students to make a **responsibility chart,** listing responsibilities at school, home, and in the community.

C S F Pick a **famous person** who showed responsibility. Have a "Who am I?" contest. Add clues daily.

C S F Discuss how taking responsibility for ourselves involves **accepting the consequences for our actions and choices.** This means that the things we do affect what happens to us. Discuss how the "poor pitiful me" attitude blames others for our circumstances while giving us an excuse not to take responsibility.

C S F **You Are What You Eat** - Create activities, discussions targeted at making responsible food choices.

C S F Involve students in the **shared responsibility** for the appearance and cleanliness of the school.

Points To Ponder

Math - What is a researchers' responsibility in reporting accurate statistics or research? Now that anyone can put information on the internet, how can we critically evaluate information? Save, Share, and Spend - Create discussion or activities aimed at **responsible money budgeting.**

Vocational Education - What are your career goals in relationship to your responsibilities to yourself, your current family and your future responsibilities? **What makes a good employee?** - Invite local employers to discuss CHARACTERistics of successful employees and what they look for when hiring. Character can be as important as know-how on the job.

Literature- What character traits did the characters in the story exhibit? What affect did they have on the character's lives. How would the story end if the character displayed different traits

One day in 1946, Louis Slotkin, a noted physicist, was nudging pieces of plutonium toward one another trying to form a mass large enough to produce a chain reaction. Through his own error he moved two pieces too close together. A chain reaction began and alarms went off as the room filled with radioactivity. Without a moments hesitation, Slotkin reached in and pulled the pieces apart with his bare hands. In the blink of an eye he had made a critical decision that saved the lives of his seven co-workers while costing him his own.

Character Newsletter, April 1993

Parent Corner

In the final analysis, the great need in this world is not for more genius, or even for more skill. It is for people to be willing to accept the responsibility for what they do. "Ahh!" you might say. "Now we're getting down to it... it's my children's actions that I want them to be responsible for." Once our children are taught basic principles, they should then be taught that responsibility for their actions is truly theirs, not ours. We are simply there to help. Our challenge is to teach children how to cope with actions that are a problem, how to control their anger, and how to handle success and failure. Once they have these tools, we must let them take responsibility for solutions to problems regarding their actions. Our tendency is to demand our own solutions arbitrarily.
Condensed from Teaching Your Children Responsibility by Linda and Richard Eyre

Strategies for parents:

Make your expectations clear. Expect them to take responsibility. Remember that it is difficult for them to take responsibility if you do not give it to them. If they know that you will continue to remind them to do something, they are likely to leave this responsibility to you. They may wait until you either do it or you lose your temper. Either way you are holding onto the responsibility of seeing that it is done. Instead try stating your expectations clearly and providing an appropriate consequence after asking the first time.

Be on the lookout for opportunities to reinforce character in daily situations. Play the what would you do if ... game. Talk about situations they may encounter.

Make sure your behavior is what you want your child to emulate.

WOW
THE WORLD OF WORK

In the real world of work, being able to take responsibility is a key to success at every level. When prospective employers review a student's application they look for signs that the applicant will become a dependable employee. References might be asked questions concerning attendance, punctuality, attitude, and effort. (How would you rate yourself on a responsibility scale of 1-10? How would others rate you?)

Another aspect of responsibility in the world of work is the ability to be accountable for the things that go wrong as well as the things that go right. Everyone makes mistakes. It is part of being human. Being honest enough to take the blame for something you have done and then take the responsibility for making it right is a quality of character that often makes the difference between an employee who gets the promotions and one who does not. (When was the last time you said, " I really blew that! Don't worry, though, I'll take care of it.")

Taking responsibility on the job means doing what needs to be done. No employer wants to hear, "But you didn't tell me to do that." Some call it the ability to work independently or without supervision, while others call it initiative. Whatever it is called, it means being someone who can be relied upon, someone responsible. (When was the last time you did more than you "had" to do just because it was the right thing to do? How did it feel?)

Being responsible is more than a building block of character, it is also an essential employability skill. There are many other ways in which the ability to be responsible is important. Can you think of some other aspects of responsibility? What are you doing right now that will either help or hinder your chances of getting the job you want.

Early Childhood Activity

Rainbow Fish to the Rescue By Marcus Pfister 1995

Rainbow Fish organizes all the other fish to divert a shark's attention from a striped endangered fish. Together they save the other fish.

Activity: Discuss what it means to be a responsible person: to help someone or to take care of someone.

Read the book

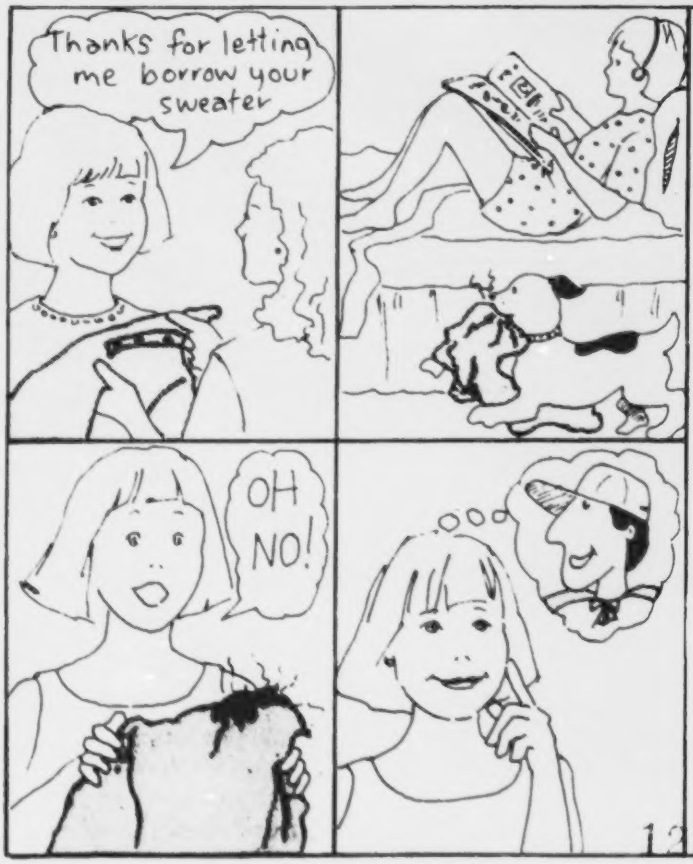
Discuss how Rainbow Fish helped the other fish, How he was responsible?

Small group - Provide a variety of mediums: markers, colored pencils, crayons, and pastels and precut fish shapes. Invite the students to decorate the shapes using dots circles and stripes.

Stories

ELEMENTARY		MIDDLE/HIGH	
The Little Red Hen	Paul Goldone	Where The Lilies Bloom	Vera and Bill Cleaver
Why Mosquitoes Buzz In Peoples' Ears	Vern Ardema	The Lilith Summer	Hadley Irwin
A Key Into Winter	Anderson and Witman	The Giver	Lois Lowry
It Takes a Village	Jane Cowan-Fletcher	Lincoln: A Photobiography	Freedman
The Drinking Gourd	F.N. Monjo	Island of the Blue Dolphins	Scott Odell
The Stories Julian Tells	Cameron	Voices From the Fields	S. Beth Atkin
The Whipping Boy	Fleischman	Scorpions	Walter Dea Myers
The Borrowers	Mary Norton	Hatchet	Gary Paulson
The Great Kapok Tree	Lynne Cherry	Homecoming	Cynthia Voigt
The Salamander Room	Anne Mazer	... And Now Miguel	Joseph Krumgold
Keep The Lights Burning	Abbie Peter & Connie Roop	Shoeshine Girl	Clyde Bulla

These books come from a variety of sources; please review them for appropriateness for your grade level.


Thanks for letting me borrow your sweater
OH NO!

To Districts/Schools Outside of Lee County

These Character Education materials were used in Lee County for the 1997-1998 school year as part of our districtwide pre-kindergarten through grade twelve initiative. If you would like to use these copyrighted materials for your school or district give us a call. We will be glad to help support this initiative; call The School District of Lee County (941) 337-8606.

Write Character ED on E-Mail!

How would you handle this problem? What would you say to your friend?

Is there any time you were responsible for something and something happened to it? What did you do?

Communities Build
CHARACTER
It's Everyone's Job!

Character-Building Word for October

RESPECT

Showing regard for the value of persons or things through courteous consideration and appreciation

Don't hurt anyone or anything on the outside or inside.

WEEK 1

If you want to get the best out of a man, you must look for the best that is in him

Bernard Haldane

Be a major difference in your own life

Irene Kassoria

To handle yourself use your head, to handle others use your heart

Anonymous

Life is more fun when you don't keep score

Anonymous

A friend is one who knows you as you are, understands where you have been, accepts who you have become, and still gently invites you to grow

Anonymous

WEEK 2

Do unto others as you would have them do unto you

Anonymous

Criticizing others is a dangerous thing, not so much because you make mistakes about them, but because you may be revealing the truth about yourself

Judge Harold Medina

I never met a man I didn't like

Will Rogers

I don't agree with what you say, but I will defend to the death your right to say it

Anonymous

A friend in need is a friend in deed

Anonymous

WEEK 3

Live and let live.

Sir Roger L'Estrange

There is so much good in the worst of us, and so much bad in the best of us, that it hardly becomes any of us to talk about the rest of us

Anonymous

A good listener is not only popular everywhere, but after awhile he knows something

Wilson Mizner

To get respect, you have to give respect

Anonymous

In giving rights to others that belong to them, we give rights to ourselves

John F. Kennedy

WEEK 4

Leave everything a little better than you found it

Anonymous

People will not always believe what you say but they will always believe what you do

Anonymous

One has only to grow older to become more tolerant. I see no fault that I might not have committed myself

Goethe

No man is above the law and no man is below it

TheodoreRoosevelt

Man must go back to nature to find information

Thomas Paine

The secret in education is respecting the pupil... Emerson

Rudeness is the weak person's imitation of strength ...Eric Hoffer

RELATED WORDS

Courtesy
Esteem
Honor
Heros
Disrespect
Consideration
Graciousness
Self-concept

Respect for:

Self
Family
Learning
Teachers
Rules
Community
Country
Equipment
Heritage
Authority
School
Planet
Students
Property
Others

PRACTICAL APPLICATIONS

- Respect others' right to say no
- Understanding the value of objects in terms of the time and energy used to replace them
- Treating others as you would like to be treated
- Accepting others without feeling obligated to embrace all of their ideas
- Believing in yourself, understanding your strengths
- Understanding the connection between respecting yourself and respecting others
- Respecting individual differences
- Consider how the different expressions od disrespect act as triggers to anger and violence
- Trusting your own judgement, without letting others talk you into something
- Respecting your body by keeping neat, clean rested and healthy
- Participating in Red Ribbon Week activities
- Recognizing your individual self-worth and value in the community

Try putting activities for families in your school newsletter

Activities

C= Community Activities S= School Activities F = Family Activities

C S F **RESPECT** - write new words to Aretha Franklin's song.

C S F Have each student put his name on top of a piece of paper. Pass the papers around the room and have each student write what unique qualities contribute to his respect for that person.

C S F **Establish a "no putdown" environment.** Ask students for examples of putdowns and constructive criticism. Ask children to chart the number of putdowns found on popular TV shows. Compile a list of commonly used putdowns. Help students understand that putdowns are the result of strong feelings, help them develop skills in staying calm, such as counting, deep breathing, really listening, and trying to see the others perspective. Encourage students to explore their own strengths as a shield against putdowns. (Additional information available)

S F **Respecting Me** - have students create news releases about themselves. What would they say now? What would they say in 5 or 10 years?

C S F **Taking care of you** - Identify ways in which students show self-respect for their bodies and themselves. Tie this into **Red Ribbon Week** activities.

C S F **Effective listening shows respect for the felings and ideas of others.** You can't listen effectively when you are thinking about the next thing you want to say. Ask students to practice responding to what others are saying without adding thier own agenda. After intently listening,, ask the listener to paraphrase what has been said. Discuss how this felt for both parties.

S F **Keep a respect log.** For 24 hours list every example you can find of people showing respect. As a class, list how many different ways there are to show respect.

C S F Have a **Respect for Our Environment Day.** Begin by having them clean up their own personal environment - their bookbags and desks; then have a clean-up of the school grounds. (Math tie-in: sort trash and graph results)

C S F List what **habits and manners show respect,** (please, thank you, excuse me, etc.). Challenge students to practice these manners for a given period of time. Discuss the results. (We assume all children know how to be polite and respectful; this is not always true. Sometimes these skills need to be taught, at any age.)

S F Have students Journal thoughts about what Character Education quotes and trairs mean to them.

S F Give each student a potato to study. Then have them find their potatoes among others. Discuss how on the surface all potatoes look different, put under the surface they are all the same. Relate this to people and differences in culture, religion, race, etc.

C S F **Invite law officers to speak,** or take a trip to a courtroom or a jail. Discuss respect for the law and what would happen if everyone made his own rules.

C S F Discuss what it means to **"agree to disagree"**. How does this help us show respect for others' opinions?

C S F Discuss the saying, **"Treat others the way you would like to be treated"**. Have students list and discuss ways they are treated and would like to be treated.

C S F Pretend you are a new owner of a large company. Think about your family and friends. What qualities do you respect in them that could potentially benefit your business. There is a wonderful activity called the *Web of Life* that helps people understand their leadership style and appreciate the contributions of others. (Available upon request)

Subjects to Consider

Social Studies- The Bill of Rights, discuss how rights are related to respect and responsibility.

Languages- Respect for other cultures as well as our own. Include information about a country's culture in reports

Science - Respect for the earth's resources. When Aristotle introduced science, it was so that humans could assume the role as caretakers and stewards of the natural world. Biology is based on the respect for life. The goal of science is not only to produce scientists, but also to prepare well-rounded, clear thinking, scientifically literate citizens who will respect the implications of their work.

Literature- Was there a character in the story who did not show respect for others? How did this affect relationships?

Music- We show respect for our country by standing for the "Star Spangled Banner." Compose a song about respect, i.e.,

Respect each other every day,
In what you do and what you say.
Show each other that you care,
When they need help you're always there.

Health- Discuss: "If I'd known I was going to live so long, I would have taken better care of myself."

Parent Corner

Extend Respect and Then Expect Respect

Everyone, including children, needs to feel like he has some control over his life. Parents often get into power struggles with kids for this very reason. When adults respect their ability to make good decisions by offering two positive alternatives, it can cut down on power struggles. For example: "I hear too much noise in the house. You can either find a quieter game inside or play outside." Of course you may still have to follow through with a consequence, but you can bring home the idea that it was something the child chose, not something you are doing to him. You can also respect their feelings by saying "I'm sorry that you are disappointed that you can't go out to play right now. Maybe next time you will make a better choice,"

Teaching good habits and politeness is a positive way of showing respect. They don't come naturally. Using the words "please" and "thank-you" are still very powerful. Somehow, being cool has become more important than being courteous. Whether we like to admit it or not, we do try to impress others. But many people don't recognize that the best way we can leave a good impression with others is to treat them the way we would like them to treat us, with respect and courtesy.

Teach by your own example. To gain respect, we must give it to others. Let your children see how you respect them through genuine praise or recognition of a task well done. Respect their effort, even though it's not perfect yet, by emphasizing the positive steps they have taken to achieve their goal. Ask for their opinion and their help in finding alternatives to difficult situations.

WOW

THE WORLD OF WORK

from *20 Things I Want My Kids To Know by Hal Urban*

Call them anything you want-courtesy, respect, politeness, kindness, consideration, etiquette, thoughtfulness, graciousness, and so on. Your manners are who you are. You'll always be known by the way you treat others. And the way you treat others will always be a key factor in determining how successful you become. Tom Peter and Robert Waterman, in their famous book *In Search of Excellence* write, "Treat people as adults. Treat them as partners; treat them with dignity; treat them with respect". That's great advice for the business world; it's also great advice for everyday living. In the history of the world, no one ever went wrong by being polite.

More recent commentary comes from Henry C. Rogers. In 1984 he said, "If manners were an animal it would be an endangered species." Unfortunately, Rogers' comment has a sad ring of truth for adults as well as kids. He's astounded that more people don't seem to understand the importance of treating others with respect: "I simply can't comprehend how everyone doesn't see that good manners are one of the most important keys to success."

Somehow being cool has become more important than being courteous. Whether we like to admit it or not, we do try to impress others. But many people don't recognize that the best way we can leave a good impression with others is to treat them the way we would like them to treat us, with respect and dignity. Manners are usually taught by following the example of others. If this has not been their experience, gentle directions and practice may be helpful. We can no longer assume that everyone has good manners

If you think about it, you begin to notice that the people you most admire consistently use words that are pleasant and positive. It's a habit we can all benefit from. Respecting others leads to; establishing good relationships; earning the respect of others; and receiving better treatment from other people. It helps build a solid reputation.

Early Childhood Activity

Elmer by David Mckee, 1968

Elmer is a patchwork elephant who enjoys having fun. He does not like being different. He colors himself with berry juice so that no one can recognize him. Rain comes and takes away the berry stain, and he is his old self again, The elephants decided that he has played a good trick and decided to once a year decorate themselves to look like Elmer and have a pa

Activity: Discuss elephants. Ask if anyone has ever seen a multicolored one. Discuss the qualities of being different

Read the book.

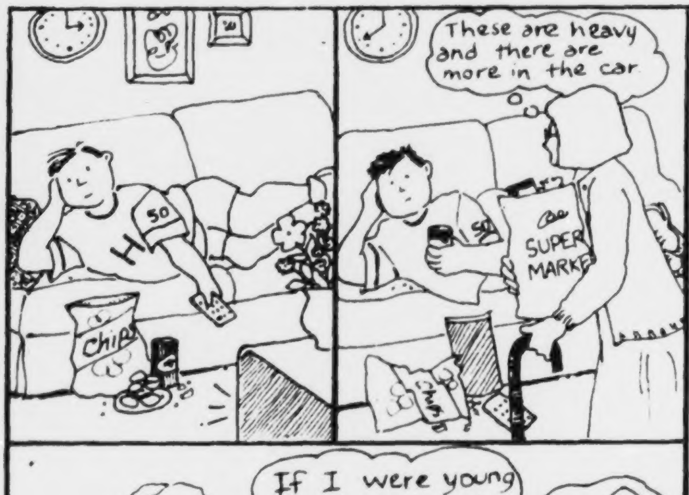
Discuss the importance of being kind to each other.

Small group - Provide a variety of multicolored squares, glue, gray paint, brushes, and precut elephant shapes. Invite the children to decorate the elephants with the various materials.

BOOKS

ELEMENTARY		MIDDLE/HIGH	
The Indian in the Cupboard	Banks	Crazy Lady	Conly
Journey to Jo'berg -	Naidoo	Is That You Ms. Blue?	Kerr
A Day No Pigs Would Die	Peck	A Raisin in the Sun	Hansberry
The War With Grandpa	Smith	Romeo and Juliet	Shakespeare
Amos Fortune: Free Man	Yates	Flowers for Algernon	Keyes
My Side of the Mountain	George	Grandfather's Journey	Say
Mrs. Fish, Ape and Me, the Dump Queen	Mazer	The Indian in the Cupboard	Banks
The Great Kapok Tree	Cherry	Annie John	Kincaid
Annie John	Kincaid	Chicken Soup for the Soul	Canfield
Crow Boy	Yashima		
Sign of the Beaver	Speare		

These books come from a variety of sources; please review them for appropriateness for your grade level.


These are heavy and there are more in the car
SUPER MARKET
CHIPS
If I were young again I'd take much better care of myself!
SUPER MARKET
50
H

To Districts/Schools
Outside of Lee County

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Draw your own conclusion

How have you shown respect for yourself and others? How does helping others before you are asked show respect? How do we show respect for our bodies by exercising and eating right, and by keeping them free of harmful substances?

ommunities Build
CHARACTER
It's Everyone's Job!

THE SCHOOL BOARD OF LEE COUNTY

Character-Building Word for November
Citizenship

The quality of an individual's response to membership in a community

Be aware, be informed, be involved

WEEK 1

Ask not what your country can do for you, but what you can do for your country.

John F. Kennedy

No man is an island.

John Donne

Democracy is a government of the people, by the people, for the people.

Abraham Lincoln

The human race is divided into two classes. Those who go ahead and do something and those who inquire, "Why wasn't it done the other way?"

Oliver Wendell Holmes

The word American ends in "I can."

Anonymous

WEEK 2

Light is a task where many share the toil.

Homer

Freedom is a right and a responsibility.

Anonymous

You will find as you look back upon your life that the moments that stand out are the moments when you have done things for others.

Henry Drummond

Coming together is a beginning; working together is a success.

Henry Ford

Injustice anywhere is a threat to justice everywhere.

Dr. M. L. King Jr.

WEEK 3

I regret that I have but one life to give for my country.

Patrick Henry

The strength of the nation lies in the character of its citizens.

Francis Bacon

Everyone can be great because everyone can serve.

Dr. M. L.King Jr.

Act as if what you do makes a difference. It does.

William James

The farther backward you look the farther forward you are likely to see.

Winston Churchill

WEEK 4

Your mind is like a parachute. It works best when open.

Anonymous

Never doubt that a small group of thoughtful committed people can change the world. Indeed it is the only thing that ever has.

Margaret Mead

We need the whole world as a friend.

Herbert Hoover

By union the smallest estates thrive; by discord the greatest are destroyed.

Sallust

America is a tune; it must be sung together.

Gerald Stanley Lee

HISTORIC QUOTES

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

Dr. Martin Luther King Jr., 1963

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

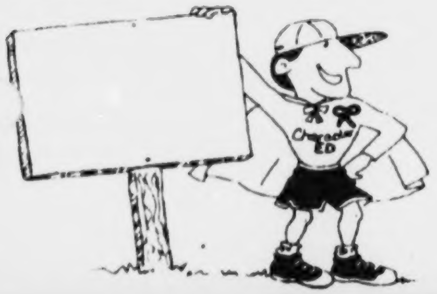
The Declaration of Independence, 1776

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Abraham Lincoln, 1863

RELATED WORDS

Freedom
Patriotism
Responsibility
Democracy
Service
American
Constitution
Liberty
Heroes
Loyalty
Brotherhood



PRACTICAL APPLICATIONS

- * Participating in school and community activities
- * Accepting others without feeling obligated to embrace all of their ideas
- * Contributing to a team or group effort
- * Understanding an individual's rights and responsibilities
- * Understanding that the choices we make affect other people as well
- * Following the strength of our convictions in spite of what peers are doing
- * Helping out around school, at home, and in the neighborhood
- * Recycling and respecting the environment
- * Respecting authority at school and in the community
- * Developing a personal mission
- * Voting
- * Working

BEST COPY AVAILABLE

Activities

C= Community Activities S= School Activities F = Family Activities

C S F	Design, develop and implement a service-learning project. Ask students to brainstorm and research community needs; collectively choose a project and follow through with a service to the community. This activity can be very effective when combined with a journal, and is an opportunity to discuss how the students felt about the experience and what they learned.
C S F	Recognize the importance of individuals who have made a difference in history and the significance of personal character for both good and evil. Include this in a report to the class about an "American Hero."
C S F	Brainstorm what a "good citizen" looks like, in the classroom, community, and country or "What are you doing to be a good citizen?" Share the lists from small groups with larger group.
S F	Ask the students to design a game and write the rules for playing. Discuss why rules are important. How do they protect players and provide equal opportunities for all players? Does your game have consequences for poor choices or fouls that negatively affect other players? Ask students to explain how and why they decided on their rules. Relate this to developing our constitution.
C S F	Discuss what we are entitled to as citizens of the United States according to the Bill of Rights. Do all countries entitle the same rights to their citizens? What responsibilities go along with these rights?
S F	Provide incentives for students to use the word of the month in class discussions. For example, a student may define someone as a good citizen when discussing his/her reading assignment.
C S F	Ask students to interview family members or friends who have come to America from a foreign country. Learn about what citizenship means to them.
C S F	Ask students to make brochures describing why our community is a great place to visit or live.
C S F	Attend a government or public meeting. Write to public officials about an issue of concern.
C S F	Discuss why laws are important to follow. Does the law apply to everyone? How does it affect others when people cheat, or steal? Who really pays the cost of stolen merchandise?
S F	Teach the process for democratic problem solving that includes consideration for all points of view, discussion, debate, and consensus seeking or voting.
C S F	Invite members of the VFW, American Legion, or other veterans to speak about what citizenship and patriotism mean to them.
C S F	Discuss how citizens provide service to the community through different jobs.
C S F	Bulletin Board Ideas: Show persons of all colors and nationalities across a map of the U.S. Provide the header "Liberty and Justice for All" or post articles about good citizens in your community titled "Meet the Good Citizens of Lee County."

Subjects to Consider

Social Studies- Have students brainstorm what they think is included in the Bill of Rights. Compare these to the contents of an actual bill. See if any extras can be found in one of the amendments.

Discuss ways in which legislative decisions have impacted our community (i.e., the net ban).

Math- It is said that we get to live in a free society. Does that mean we get to live in our society for free? Discuss the costs of running government-funded activities or organizations. Develop a budget for a small project.

Journalism- Ask students to interview an adult who participated as a juror or witness of a trial. Develop a list of questions to ask.

Literature- Teach the students to analyze the media critically for hidden messages and agendas. How does this pertain to the freedom of speech?

Music- Teach patriotic songs and discuss the true meaning of the words.

Health- Develop a service-learning project and follow through.

WOW World of Work

Lee County business leaders and educators developed this list of transferable work skills for High School Students. Character plays an integral part!

Parent Corner

We Live by Choice, Not by Chance

Everything you do is by choice! Hal Urban told a student, "You chose to come to school this morning." He responded that he didn't choose, he had to come. Dr. Urban proceeded to ask what would happen if he hadn't chosen to come to school, and the student reeled off a list including grounding, detention, etc. "Right, you made a choice. You chose to come to school instead of choosing the consequences of not coming. Some of your classmates are not here they chose not to come for whatever reasons they had. You don't have to do anything, but you do get to do a lot of things."

The following is a list of some of our most important choices. We're free to choose:

- our character - the type of persons we become
- how we handle adversity
- what we'll accomplish
- our attitude
- how we treat others
- how much we'll learn
- our purpose in life
- the type of citizen we become

Discuss with your children what type of citizens they choose to be.

From 20 Things I Want My Kids To Know by Hal Urban

Early Childhood Activity

Swimmy by Leo Lionni,

Swimmy, a fish, teaches a tiny school of fish how to use teamwork. As a group they appear to be a large fish, and they scare a big fish away. This saves the little fish from being eaten.

Activity: Discuss what it means to be part of a family, a group, or a class. How can we help each other?

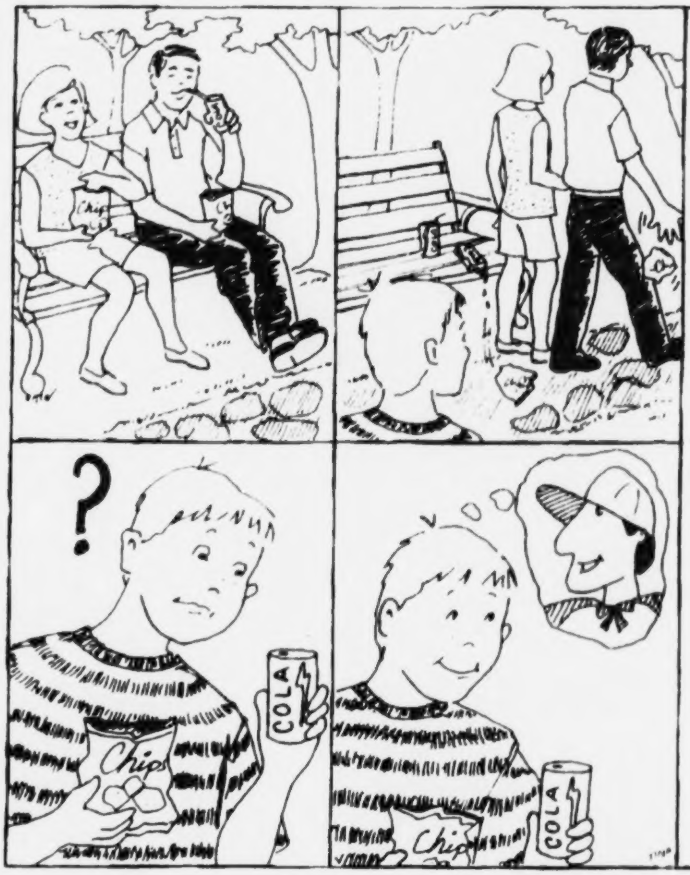
Read the book.

Discuss the importance of working together and being part of a team.

Small group - Provide a variety of mediums: markers, colored pencils, crayons, pastels, and large drawing paper. Invite the children to draw many fish in an underwater scene

Elementary	BOOKS		Secondary
Any Biographies of Famous Americans			
The Kid's Guide to Social Action			Barbara A. Lewis
The Helping Hands Handbook: A Guide for Kids Who Want to Help People, Animals, and the World We Live In			Adams and Marzollo
50 Simple Things Kids Can Do to Save the Earth			The Earthworks Group
Earth Books for Kids: Activities to Help Heal the Environment			Linda Schwartz
Save Our Planet: 52 Easy Things that Kids Can Do Now			Susan Levine
The Giver	Lois Lowry	Nothing But the Truth	Avi
Old Henry	Joan Blos	The Moral Compass	William Bennet
The Drinking Gourd	F.N. Monjo	Kids With Courage	Barbara Lewis
Shh! We're Writing the Constitution	Jean Fritz	Maudie and Me and the Dirty Book	Betty Miles

These books come from a variety of sources; please review them for appropriateness for your grade level.



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Draw your own conclusion

Whose job is it to keep our county clean? What happens when everyone doesn't do his/her part? What are other helpful actions "good citizens" do everyday?

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Communities Build
CHARACTER
It's Everyone's Job!

THE SCHOOL BOARD OF LEE COUNTY

Character-Building Word for December
COMPASSION

**Demonstrating concern for the well-being of others:
giving support and showing empathy**

Be kind, treat others as you would have them treat you.

WEEK 1

The only way to have a friend is to be one.
Ralph W. Emerson

Speak kind words and you will hear kind echoes.
Bahn

There is no better exercise for strengthening than reaching down and lifting people up.
Anonymous

A great man shows his greatness by the way he treats little men.
Thomas Carlyle

The more you give love and friendship away the more you get in return.
Anonymous

WEEK 2

If you don't have something nice to say, don't say anything at all.
Anonymous

It's smart to pick your friends but not to pieces.
Anonymous

Any definition of a successful life must include serving others.
George Bush

Speak ill of no man, but speak all the good you know of everybody.
Benjamin Franklin

A compliment is verbal sunshine.
Robert Orben

WEEK 3

Kindness is the oil that takes the friction out of life.
Anonymous

Always have an attitude of gratitude.
Anonymous

A friend is one who comes in when the whole world has gone out.
Anonymous

People are lonely because they build walls instead of bridges.
Anonymous

We are not made rich by what is in our pockets but by what is in our hearts.
Anonymous

WEEK 4

A friend in need is a friend indeed.
Anonymous

He's not heavy, he's my brother.
Anonymous

I can live for two months on one good compliment.
Mark Twain

A drop of honey catches more flies than a gallon of gall (vinegar).
Abraham Lincoln

There are no unimportant jobs, no unimportant people, no unimportant acts of kindness.
Anonymous

Related Words

Empathy	Courtesy
Kindness	Love
Brotherhood	Caring
Consideration	Esteem
Heroes	Honor
Support	Concern
Acceptance	Feelings
Cultural Diversity	

Practical Applications

- Realizing that careless or intentional injury to another is unacceptable
- Giving to others who are less fortunate.
- Willingness to share another person's pain or joy
- Thinking of another person's feelings.
- Being kind even when others are not.
- Including those who are less skillful in group activities.
- Treating others as you would like to be treated
- Understanding cultural differences.
- Understanding that feelings are natural and healthy, it's how we act upon these feelings that can hurt us and others.

Activities

C= Community Activities S= School Activities F = Family Activities

CSF Encourage Random Acts of Kindness - Generosity of spirit in something that incorporates many character traits. Involving students in activities that benefit others can show how any individual can matter to others and prevent the "I quit because I don't matter" pattern of development.

CSF Write Thank-You notes as a class assignment. These can be written to parents, teachers, aides, or anyone who has helped the child. Students can each pick another student's name out of a hat and send them a thank-you note and letters of encouragement during the week. Contact hospital or convalescent home for the names of people who would like of receive cards over the holidays.

CSF Ask students to brainstorm the traits they look for in a friend. Ask them to pretend that Character ED has all of those traits. Ask students to tell what they think he would do in different situations. You can start with the cartoon, or everyday situations can be teachable moment: "What would Character Ed say about cutting in line?"

CSF Patience is enduring the skill levels of younger children when playing a game. Tell about a time when you were patient with a family member or friend. Encourage students in your class to tutor or mentor a student from another class.

CSF Each day choose a different person that students are likely to interact with, such as a friend, parent, sibling, and teacher. Brainstorm ways to show caring to each of these persons. Have students do one idea for homework.

CSF Role play - provide an opportunity for students to walk a mile in someone else's shoes - choosing a real person, someone with a handicap or a character from literature.

CSF Select a recent news story that includes a tragedy and a compassionate response. Discuss how tragedies often bring out the best in people and why they think that is or isn't so.

CSF Imagine a helpful invention which could probably never become a reality. For example a gadget which would analyze the world's problems and tell how to solve them. Ask students to demonstrate their invention to the class.

CSF Make a list of the people that students think care about them. How do these people demonstrate caring? Ask students to put their own names on the top of a sheet of paper, then rotate the papers so that every one has an opportunity to say something positive about each person.

CSF Practice finding the good in other people by finding the good in even the worst characters in literature.

CSF Teach students active listening skills, body language, rephrasing, and tuning-in to feelings. Pair up students and ask them to interview each other one at a time. These interviews can be used to introduce students to the rest of the class, or they can play the "New Friend Game." To play have students sit in two rows opposite their partners, ask students questions, like, "What type of music would they have on at home?" Give the teams points for matching answers.

CSF Discuss and give examples of whether or not these old adages are true, " To have a friend you must be a friend.," or the old adage "Sticks and stones may break my bones but words can never hurt me."

Subjects to Consider

Social Studies - Identify themes and dilemmas throughout history: prejudice and intolerance versus civil rights; treatment of ethnic groups such as Native Americans, Jews, and Japanese during World War II; war and peace; greed vs. giving; attitude towards slavery.

Science -Take care of class pets or a bird feeder. Study explanations for the eating habits, illnesses, and behaviors of the animal you have chosen.

Math - Ask students to keep count and produce charts analyzing the frequency of kind remarks. This could be compared to the frequency of unkind remarks.

Language Arts - Ask students to rewrite the end of a story as if a character were more compassionate than depicted.

Art - Ask students to design and send holiday or thank-you cards.

Physical Education - Discuss how your team treats the other team after a win or loss. What is good sportsmanship?

Music -Discuss and explain the history and tradition of "Love" songs in our culture.

Health- Discuss how reading body language helps us understand each other better.

WOW
World of Work

Forgive

That slight misdeed of yesterday,
Why should it mar today?
The thing he said, the thing you did,
Have long since passed away;
For yesterday was but a trial;
Today you will succeed.
And from mistakes of yesterday
Will come some noble deed.

Forgive yourself for thoughtlessness,
Do not condemn the past;
For it is gone with its mistakes;
Their memory cannot last;
Forget the failures and misdeeds,
From such experience rise,
Why should you let your head be bowed?
Lift up your heart and eyes!

Author Unknown

Ask students to discuss in groups their interpretations of this poem. Talk about how mistakes are how we learn. Relate this to the **World of Work** and what employees need to do when they have made a mistake.

Parent Corner

KIND WORDS COST LITTLE, BUT ACCOMPLISH MUCH

Provide your children with unconditional love. Help them understand that you will always love and support their efforts, even though you may not always agree with them or approve of what they are doing, or what they have done. The world can be a tough place growing up and everyone needs to feel appreciated and supported. If children do not get these needs met at home they will find another group of people that they feel meets these needs, they may even turn to gangs. This does not mean that you overlook or accept "bad" behavior, but consequences can be provided without anger . Tough problems can be solved together with the responsibility for correcting or improving the behavior/situation still falling upon the child.

Parents can bring out the best in their children by emphasizing what they have done right or what they could do, instead of what they have done wrong. Studies have shown that encouraging and expecting the best in our children is the best predictor of success.

Teach by example. During this month be extra friendly and polite to everyone including your children. Use please, thank you, and excuse me profusely. Smile a lot and let them know they are loved. Sit down, look them in the eye, and really listen to what they are saying. Try to put yourself in their place.

Watch television with your child and use this opportunity to talk about situations in which the characters are mean and hateful. Point out alternative ways that characters could have chosen to act.

When your child begins to say things or act in ways that will hurt others, immediately explain how that behavior makes others feel. Clearly establish or restate your family's beliefs or rules for the treatment of others. For example; "If you don't have anything nice to say, don't say anything at all," or "Treat others as you would like to be treated."

Early Childhood Activity

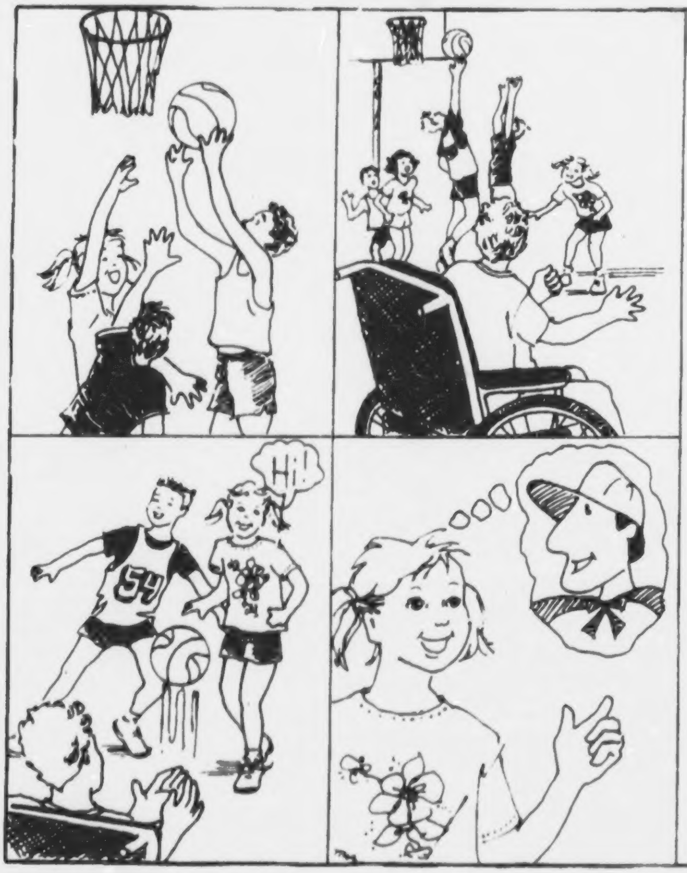
Stellaluna, by Janell Cannon. Stellaluna, a baby fruit bat, is separated from her mother and falls into a nest of baby birds. In order to stay with the other babies, Stellaluna must eat bugs and act like a bird. She eventually is reunited with her mother. Stellaluna and the birds learn that you can be very different and still feel alike.

Activity: Discuss caring for each other and treating others the way you want to be treated. Discuss bats and birds.

Read the book. Discuss what is different about a bat and a bird; i.e. eating fruit versus bugs, sitting on limbs verses hanging upside down; flying at night versus during the day.

Small group - Provide a variety of soft fruits (mangos, bananas, plums, peaches). plates and knives. Invite the children to cut up and sample the different fruits. Write words generated through the various tastes.

Grade	READING MATERIALS
K-2	Koko's Kitten by Patterson - A real life story of a gorilla who cares for a kitten and speaks in sign language.
	Frog and Toad are Friends by Lobel - Two special friends who go to great lengths to show they care.
	A New Coat for Anna by Ziefert - After many months a mother's determination produces a beautiful gift.
	It's Mine by Lionni - Three selfish frogs learn the value of kindness from a toad who helps them.
3-5	The Aunt and the Elephant by Peet - A small character helps a bigger one solve a problem.
	The Giving Tree by Silverstein - A story about the selfless act of giving and giving.
	Sachiko Means Happiness by Sakai - A girl deals with loving her grandmother with Alzheimer's disease.
	Badger's Parting Gifts by Varley - The woodland animals share memories when one of their friends dies.
6-8	After the Rain by Mazer - A 15-year-old learns to love and appreciate her dying grandfather.
	Almost a Hero by Neufeld - A boy balances responsibility with good deeds in a service-learning project.
	The Watsons' Go to Birmingham by Curtis - An African -American family take a poignant trip together.
	What About Me? by Rodowsky - A teenager has mixed feelings towards her brother with Down Syndrome.



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Draw your own conclusion

Are there things that we take for granted that others can not do? What would it be like to not be able to walk around, see or hear? When we see someone who appears different, how would they like us to react? How does this apply to everyone, not just people with disabilities?

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Communities Build
CHARACTER
It's Everyone's Job!

The School Board of Lee County

Character-Building Word for January
COMMITMENT

Binding yourself to a course of action despite obstacles:
Make yourself a promise and keep it.

WEEK 1

Genius is one percent inspiration and ninety-nine percent perspiration.
Thomas Edison

A journey of a thousand leagues begins with a single step.
Lao-tzu

Life is like riding a bicycle. You don't fall of unless you stop pedaling.
Anonymous

The difference between the impossible and the possible lies in a man's determination.
Tommy Lasorda

Remember that overnight successes usually take fifteen years.
Anonymous

WEEK 2

Be like a postage stamp stick to something until you get there.
Josh Billings

When you are committed to something, you accept no excuses: only results.
Kenneth Blanchard

Character is determined by what you accomplish when the excitement is gone.
Anonymous

If you are not sure where you are going, you are liable to end up someplace else.
Robert F. Mager

Little strokes, fell great oaks.
Anonymous

WEEK 3

The man who does things makes many mistakes, but he never makes the biggest mistake of all-doing nothing.
Benjamin Franklin

The only limitation is in your own mind.
N. H. Moos

Climb high, climb far. Your goal the sky. Your aim the star.
Anonymous

I can't imagine a person becoming a success who doesn't give the game of life everything he's got.
Walter Cronkite

A man can fail many times, but he isn't a failure until he gives up.
Anonymous

WEEK 4

One reason for doing the right thing today-is tomorrow.
Anonymous

Do ti! Move it! Make it happen! No one ever sat their way to success.
Anonymous

A good friend is like tooth-paste. He comes through in a tight squeeze.
Anonymous

A jug fills drop by drop.
Buddha

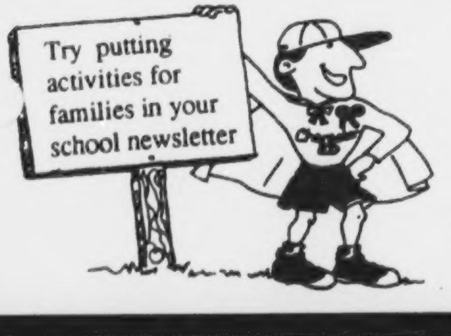
The rung of a ladder was never meant to rest upon, but only to hold a man's foot long enough to enable him to put the other somewhat higher.
Thomas Huxley

RELATED WORDS

Perseverance
Loyalty
Faithfulness
Trustworthiness
Persistence
Goals
Dedication

Commitment to:

Friends and family
Learning/knowledge
Being the best you can be
A healthy life-style
Ideals
Community
Excellence
Relationships


Try putting activities for families in your school newsletter

PRACTICAL APPLICATIONS

- Being willing to finish what we start
- Being true to friends and family even when they are not around
- Doing what we say we will do.
- Being on time
- Giving our best effort
- Keeping promises
- Following through with something even though there may be challenges
- Setting goals for ourselves and persisting in their accomplishment.
- Having a clear vision of what we want to accomplish
- Believing that "we can succeed". "We cannot consistently perform in a manner inconsistent with our self-image."..Dr. J. Brothers
- Understanding the importance of working independently as well as the benefits of teamwork
- Breaking tough tasks into manageable steps
- Committing to a personal belief and sticking to it even when it may be unpopular (i.e. , not smoking)
- Making goals and seeing them through
- Commitment to relationships and problem solving

KEY

C = COMMUNITY S = SCHOOL ACTIVITIES F = FAMILY ACTIVITIES

C S F	Encourage students to develop short-range and long-range goals and a plan of action.
C S F	Discuss the quote ***"A winner is someone who sets his goals, commits himself to those goals and then pursues his goals with all the ability given him."*** Then write New Year's Resolutions and commit to keeping them.
S F	Discuss the relationship between commitment and responsibility.
C S F	Ask students to think of a goal they would like to accomplish. On a 1-10 number line ask them to list under the 10 what a person really committed to reaching that goal would be doing (i.e., re search, writing letters, interviewing, studying at least 1/2 hour per night, etc.) Under number one have them list what someone who has given up might be doing. Ask them where they fit on the number line on that day. Ask where they would like to be, and what behaviors they would need to develop to affect that change. This exercise helps them see their own responsibility in this process This process can be used for other traits of character as a whole.
C S F	Have students outline the commitment it took to become a free nation.
C S F	Discuss a leader that was committed to a certain cause or ethical decision.
C S F	Emphasize the importance of working hard and striving for their best effort. Discuss how our own expectations and the expectations of others affect our efforts.
C S F	Discuss The Tortoise and the Hare and how it relates to the quote. ***"The race is not always to the swift but most often to the one who keeps on running."***
C S F	Provide and recognize opportunities for students to: *"Know what is right in their head (cognitive), feel the need to do what is right in their heart (emotional), and activate the will to do that which is right (behavioral)"* ...Thomas Lickoma
S F	Encourage their commitment to building positive character traits by implementing the Character Exercise Chart. This is based on the analogy that exercising muscles is to building strong bodies as exercising good character is to building strong character. Students brainstorm ideas (for example smile and make a new friend, wait patiently, say 'No' when asked to do something wrong.) The students decide which character building exercises to enter in the 12 boxes on their individual grids. Let them tally how many times they do each exercise. In order to emphasize that "character is what you do when no one else is looking." students can keep their own charts.
C S F	Read biographies about individuals who have overcome great difficulties to reach their goals, for example: Helen Keller, Jackie Robinson, Gloria Estefan, Dr. Martin Luther King, etc.
C S	Provide extra credit for writing about "What commitment means to me," or the quotes.
S F	Discuss what their parents' commitment to them means to them and what commitments they feel. Discuss commitments students have made outside of school (i.e., music lessons, scouts, sport, church, pets, etc.) Talk about obstacles that make it difficult to keep these commitments.

Subjects to Consider

Social Studies - Discuss how the commitment of famous historic figures helped mold our country.

Science -Discuss how it took great commitment on the part of many inventors to work through numerous problems to attain success. Thomas Edison had many more failures than successes.

Math - A commitment to memorizing basic facts and formulas will help students become more successful.

Language Arts - Ask students to improve their reading by making a commitment to read regularly.

Art - Ask students to design and send holiday or thank-you cards.

Physical Education and Health (Wellness) - Help students understand the importance of being committed to a healthy life-style, including eating right, exercising and being drug-free.

Driver's Education- Making the commitment to buckle-up.

WOW
World of Work

Goals serve as a stimulus to life. They tend to tap deeper resources and draw out of life its best. Where there are no goals, neither will there be significant accomplishments. It is difficult to resist instant gratification for a long-term commitment, when you see no future or have no goals.

Here are some suggestions from Hal Urban that will help students get started in goal setting. Help students:

- **Understand the difference between a goal and a wish**. A wish is a vague dream (being rich) that happens to us. A goal is something we can specifically plan for.
- **Write down their goals** and make them specific. Writing the goals is the first step towards commitment. Seeing them on paper is a first step towards making them a reality.
- **Categorize and balance their goals**. Students can include goals related to careers, family, fun, spiritual, etc.
- **Review and revise their goals**. Explain that they may change as they grow older.

From **20 Things I Want My Kids to Know** by Hal Urban

Parent Corner

GOALS ARE DREAMS WITH DEADLINES

People with goals succeed because they know where they are going. ...Earl Nightingale

Success is the progressive accomplishment of worthy goals. Success doesn't happen by accident. It happens by design. Living without goals is like going on trip with no destination. If you don't know where you are going, you will probably never get there. The following are some of the benefits of setting goals:

- **Motivation**. Goals give us a reason to start moving towards something.
- **Independence**. Goals help us take charge of our lives and choose our paths, instead of following the crowd.
- **Destination.** We are far more likely to get someplace when we know where we are going.
- **Meaning**. Goals give us a sense of purpose and add meaning to our lives.
- **Enjoyment.** How can you be bored when you have exciting things to do? Our lives become more fun.
- **Fulfillment**. Goals help us reach our potential. Each successful step towards our goal builds confidence.

From **20 Things I Want My Kids To Know** by *Hal Urban*

As parents one of the greatest gifts we can give our children is to teach them how to turn dreams into goals by breaking them into reasonable steps that include time limits. For example my dream is to be rich. My goal is to get 3.5 average so that I can get into college. The second is easier to plan for and accomplish. Jack Canfield suggests putting a drawing of a football field on your refrigerator. Have the whole family put his/her names and his/her goals on paper footballs. When someone in the family accomplishes their goal move their football over the goal post. Celebrate as a family with time together. Everyone celebrating together encourages each family member to help each other reach their goals.

Early Childhood Activity

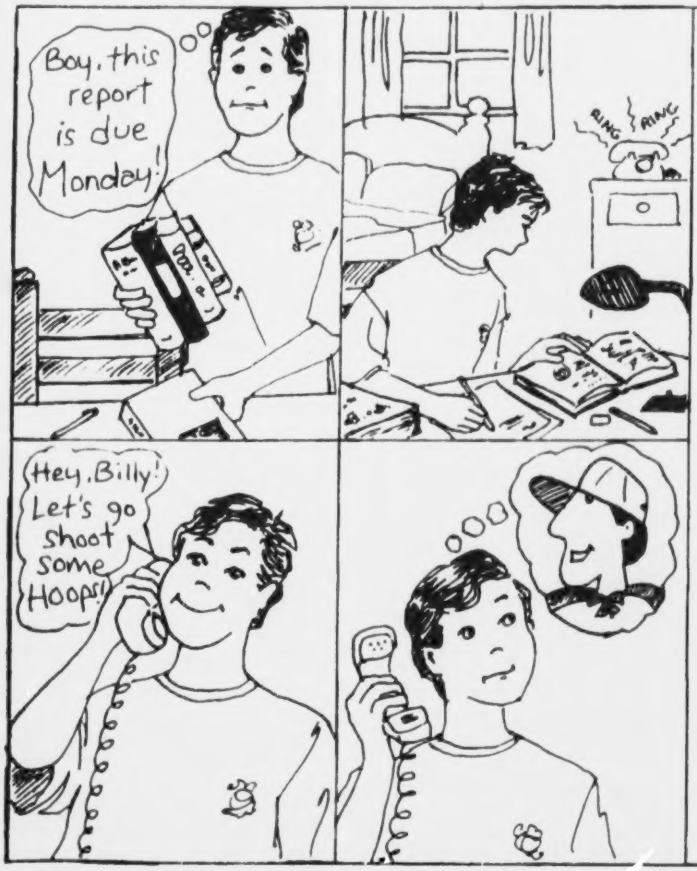
The Little Engine That Could by Watty Piper. A little red engine is carrying toys and good food to the other side of the mountain. Her engine quits, but finally a little blue engine comes along to help her over the mountain. As the blue engine pulls its heavy load it says, "I think I can. I think I can."

Activity: Talk about trains; talk about going over hills, maybe on a bike, talk about going up and over. Talk about how it takes hard work and commitments to work to get up the hill.

Read the book. Discuss things that may be hard to do but we do them because we want or need to.

Small group - Provide "train type" materials using linking legos and blocks. Invite children to build hills for the "trains" to travel over. Or ask children to draw pictures on the trains of things they would be willing to work hard to achieve.

Grade	READING MATERIALS
K-2	The Little Red Hen by Galdone -This folktale illustrates a lesson in the rewards of hard work.
	Charlotte's Web by ? -Charlotte demonstrates her commitment to her friends and her young.
	The Little Engine That Could by Piper The little train was committed to taking the toys over the mountain
3-5	Lesson's Learned from the Uncommon Friends by Foundation - Available to all 4th grade teachers.
	Thomas Edison by Nirgiotis - Edison overcame many failures before perfecting many inventions
	Charles Lindbergh, Hero Pilot by Collins - The commitment of Lindburgh's solo flight.
	Jim Abbot, Star Pitcher by Gutman - A star major league pitcher who was born with no right hand.
6-8	Kidstories by Delisle - Stories of 20 real kids and the things they did great and small.
	Hatchet by Paulson - After a plane crash, A13-year old boy must figure out how to survive by himself.
	Homecoming by Voight - After being abandoned by their mother, A 13-year-old cares for her siblings.
	What About Me? by Rodowsky - A teenager has mixed feelings towards her brother with Down Syndrome.


Boy, this report is due Monday!
RING RING
Hey, Billy! Let's go shoot some Hoops!
Draw your own conclusion

To Districts/Schools
Outside of Lee County

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Are there times when we would rather do something else than complete the task at hand? What would happen if he didn't finish his project, what would happen if he did? Talk about how it is sometimes important to pass up short-term gratification or long-term goals. Relate this to drugs.

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Communities Build
CHARACTER
It's Everyone's Job!

Character-Building Word for February
Honesty

Being truthful

Tell The Truth

WEEK 1

Honesty is the best policy.
Miguel de Cervantes

Dishonesty is like a boomerang. About the time you think all is well, it hits you in the back of the head.
Anonymous

Honesty is the first chapter in the book of wisdom,
Thomas Jefferson

This above all; to thine own self be true, and it must follow, as the night follows day, thou canst not be false to any man.
Shakespeare

To be trusted is a greater compliment than to be loved.
J. Macdonald

WEEK 2

Sincerity is the highest compliment you can pay.
Ralph W. Emerson

Better are the blows of a friend than the false kisses of an enemy.
Thomas Becket

It takes two to speak the truth - one to speak and another to hear.
Henry David Thoreau

A man's character is like a fence it cannot be strengthened by whitewash.
Anonymous

The truth, the whole truth and nothing but the truth.
Legal Oath

WEEK 3

If he does really think that there is no distinction between virtue and vice, when he leaves our homes let us count our spoons.
Johnson

Every violation of truth is a stab at the health of human society.
Ralph W. Emmerson

I have never known any one who deserted truth in trifles, that could be trusted in matters of importance
Paley

Truth is not a matter of personal viewpoint
Vernon Howard

No legacy is so rich as Honesty.
Shakespeare

WEEK 4

Always speak the truth and you will never be concerned with your memory.
Anonymous

Flatterers are the worst kind of enemy
Tacitus

I would rather have you truthful and brave then to have a whole orchard of cherry trees
George Washington's Father

The truth is mightier than the sword.
Anonymous

Lands mortgaged may return, but honesty once pawned is never redeemed.
Middleton

RELATED WORDS

Dependability
Keeping Promises
Trustworthyness
Genuineness
Honest Praise
Truthfulness
Fairness
Justice
Sincerity

Try putting activities for families in your school newsletter
Character Ed

PRACTICAL APPLICATIONS

* Never stealing someone else's possessions or ideas (cheating)
* Telling the truth in spite of what you think the consequences will be
* Being consistently truthful so that others can trust you
* Helping others maintain honest standards
* Making sure that our motives are unselfish
* Giving praise only when it is sincere
* Giving criticism only when it is constructive
* Understanding that truths out of context can be deceiving
* Understanding that "spins" on the truth can be created to further a particular point of view
* Understanding that people can see the same incident yet report it differently often causing conflicts
* Being a good friend involves honesty
* Omitting information can be as damaging as outright dishonesty

ACTIVITIES

C=Community Activities S=School Activities F=Family Activities

CSF Ask students to develop skits that culminate in honest and dishonest decisions. Ask to include the consequences in each scenario.

CSF Students can create their own cartoons depicting **Character ED** in different situations. Cartoons could depict what would happen if ED told the truth and another cartoon depicting what would happen if he didn't. Students could do this in teams. This could be tied into literature or **social studies.**

CSF Brainstorm the different ways there are to be dishonest. Turn the situations around so that the student is the one being lied to. Discuss how that feels.

SF On a blank sheet of paper have students trace their hands, draw a large heart inside the palm, and draw a picture of themselves inside the heart. While they are doing this explain how this depicts the three areas of character development. The head learns the principles, the heart understands why and when to use the principles, and the hand puts understanding into actions. Ask them for examples of their experiences in thinking through decisions.

CSF Discuss plagiarism and how to give proper credit.

CSF Ask students to think of people in their lives or in literature whom they consider trustworthy. Develop a list of characteristics.

CSF Have students find examples of advertising that purposely mislead the public. Discuss how the truth can be misleading: for example, products that claim that they are sugar free but contain other high calorie sweeteners such as molasses and corn syrup. Students can create honest advertisements.

CSF Discuss who really ends up paying when you cheat or steal from companies.

CSF Write an acrostic using the word Honesty.

CSF Read the Little Boy Who Cried Wolf. Talk about telling the truth, but remember if you don't have anything nice to say - sometimes it is better to say nothing at all. Ask students to make pop-up books with honesty on the outside and a quote or act illustrated as a pop-up.

CSF Find a character in literature or history who has been affected by not telling the truth.

CSF Discuss classroom disruptions. Do they "steal" learning time from other students?

CSF Read and discuss biographies of Presidents Washington and Lincoln. Talk about how they are remembered for their honesty and character.

CSF Admit mistakes and seek to correct them. Discuss why "mistakes are for learning" and how no one doe anything perfectly the first time.

CSF In a newspaper or magazine, find an example of a person who was honest or dishonest. Write a paragraph about the situation and identify the choices that person made. What were the consequences?

Subjects to Consider

Social Studies - Discuss historic figures and how their honesty or dishonesty changed history. Discuss presidents known for honesty such as Lincoln or Washington and how this trait was highly regarded and reported in stories over the years.

Physical Education - Rainy days or times of student conflict provide an opportunity for students to really listen to each other's concerns and brainstorm better solutions. See below.

Language Arts - Read Matilda, Who Told Lies, and Was Burned to Death. (Book of Virtues) Compare this to The Boy Who Cried Wolf. Ask students to write a poem or story about a lie and its consequences.

Health (Wellness) - Being honest with oneself means understanding ourselves and the reasons for the decisions we make.

Math - Discuss how numbers never lie but can be interpreted to support different points of view.

WOW - World of Work

From; *20 Things I Want My Kids to Know* by Hal Urban

There seems to be an attitude in the world today that dishonesty is OK, "Everybody's doing it." Seeing what we can get away with has almost become a sport. But dishonesty takes its toll in many ways. Schweitzer once wrote that we can't have reverence for life unless we develop a code of ethics, which includes honesty and truthfulness. Dishonest employees cost businesses money every day. We have been caught in a battle between right and wrong and good and evil since the beginning of time. We have choices to make everyday. Employers are interested in hiring people they can trust. In many cases this may be more important than skill.

William James, in his book To Thine Own Self Be True, explains that dishonest behavior is at the root of most psychological problems. Dishonesty is unhealthy for our spirit as well as our physical well being. The effort to sustain a false impression places enormous stress on the nervous system, hence the ability of lie detectors to record dishonest statements.

Dishonesty usually catches up with us. It ruins relationships and prevents us from fulfillment. Dishonest habits become roadblocks to success in business and experiencing our true selves.

Honesty affords a peace of mind. We do not have to constantly cover up or remember the last lie we told to whom. Honesty strengthens relationships and builds trust. We can only be all that we are capable of when we are honest with ourselves.

Parent Corner

Teaching Children to Problem Solve Situations

When children get into difficult situations they look for a way that will help them look better to the people they want to impress or get out of doing something that they don't want to do. By brainstorming other alternatives and their consequences, children can explore better ways of solving difficult situations than being dishonest.

First discuss with your child your family's values about honesty and what you expect. "Actions speak louder than words." Parents can help their children to become honest adults by being honest role models. Talk to them about the consequences of being dishonest, not only from their parents, but also about how one lie leads to another and gets the liar into more and more trouble. Talk about the fable, The Boy Who Cried Wolf, and how it is difficult to trust someone who has a reputation for being dishonest.

Look for teachable moments to help your child brainstorm positive choices. For example, Sally asked Eddie if he had finished his homework when he wanted to go out to play with the neighborhood kids. He knew that he had a couple more math problems and needed to study for his spelling test, but he said, "Yeah, Mom," and continued playing. Later that evening Sally found out that Eddie's homework wasn't finished. She did not let him off the hook for lyin; he had to stay in the next day. During that time she asked Eddie to brainstorm other things he could have done. Eddie responded that he could have gotten started earlier instead of watching television, he could have told his mother the truth and promised to finish his work after dinner (with the condition that this would be done on a trial basis; if it did not work out, there would be consequences), or he could have worked ahead the evening before. They discussed the pros and cons of each choice, and after careful consideration, Eddie promised to handle the situation differently next time.

Children and adults are faced with difficult choices every day. Helping our children think about and weigh a variety of responses will help them make more successful choices.

Early Childhood Activity

Pinocchio by Lorenini. A puppet is transformed into a little boy, but when he doesn't tell the truth his nose grows, and he gets into difficult situations.

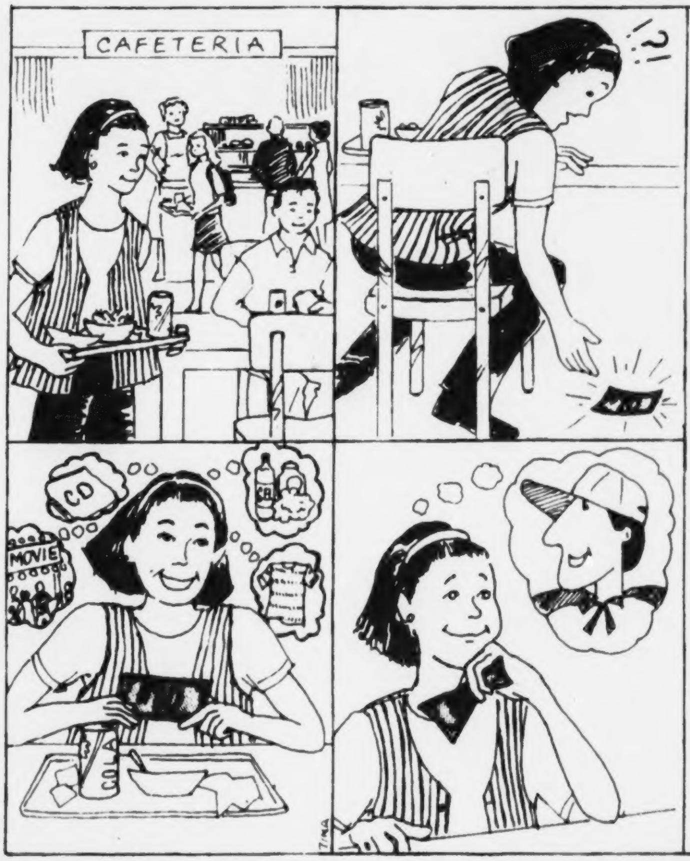
Activity: Talk about the difference between a lie and the truth. What happens when we lie? Can anyone remember when that got them into more trouble?

Read the book. Discuss things that may be hard to do, but we do them because we want or need to.

Small group - Provide a drawing of Pinocchio without a nose. Have the children put a round nose on him if what you say is the truth and a longer triangular nose on him when you say something that is not true.

READING MATERIALS

Grade	
K-2	Andy and the Lion by Ormerod - A powerful lesson about the value of keeping one's word
	The Boy Who Cried Wolf by Aesop - A boy learns what can happen when he continuously tells lies
	Pinocchio by Lorenini - This magical puppet/boy's nose grows when he tells a lie
3-5	Max Malone and the Great Cereal Rip-Off by Herman - Max is tempted to be dishonest with a youngster
	The Big Lie by Leitner - Isabella finds out how leaders during World War II tell "the Big Lie" to victims
	The Animal, the Vegetable, and John D. Jones by Byers - Two families learn honesty and family harmony
	Maggie Marmelstein for President by Sharmat - Maggie learns about making campaign promises
	Number the Stars by Lowry - A girl, during WW II, is concerned about her parents lying to protect Jews
6-8	The Story of Regulus by Baldwin - The Legend of Regulus keeping his word immortalized him in Rome
	Honest Abe by Alger - Habits of a truthful heart begin early in life
	The Emperor's New Clothes by Andersen - Honesty, unlike new clothes never goes out of fashion



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Draw your own conclusion

Are there times when it seems tempting to take something that does not belong to you or to tell a lie? What might happen if the girl in the cartoon keeps the money? How would you have felt if it was your money she had found?

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Communities Build
CHARACTER
It's Everyone's Job!

THE SCHOOL BOARD OF LEE COUNTY

Character-Building Word for March
Courage

The personal strength to face difficulties, obstacles, and challenges

Be brave, make positive choices

WEEK 1

If at first you don't succeed, try, try, again.
Anonymous

If fifty million people do a foolish thing, it is still a foolish thing.
Anonymous

What you believe yourself to be you are.
Claude M. Bristol

A man of character finds a special attractiveness in difficulty, since it is only by coming to grips with difficulty that he can realize his potentialities.
Charles DeGaulle

Act as if it were impossible to fail.
Anonymous

WEEK 2

The only thing we have to fear is fear itself.
Franklin D. Roosevelt

You only feel the victory if you accept the challenge.
Anonymous

All our dreams can come true if we have the courage to pursue them.
Walt Disney

It takes courage to push yourself to places you have never been before... to test your limits, to break through barriers.
Anonymous

Courage is not the absence of fear, rather it is the ability to take action in the face of fear.
Nancy Anderson

WEEK 3

The right angle to approach a difficult problem is the "try-angle."
Anonymous

Don't be afraid to go out on a limb. That's where the fruit is.
Arthur Lenehan

Courage is what it takes to stand up and speak: it is also what it takes to sit down and listen.
Anonymous

In the middle of difficulty lies opportunity.
Albert Einstein

Moral courage is a more rare commodity than bravery in battle or great intelligence.
John F. Kennedy

WEEK 4

All glory comes from daring to begin.
Eugene F. Ware

Don't be afraid to take a big step if one is indicated. You can't cross a chasm in small steps.
David Lloyd George

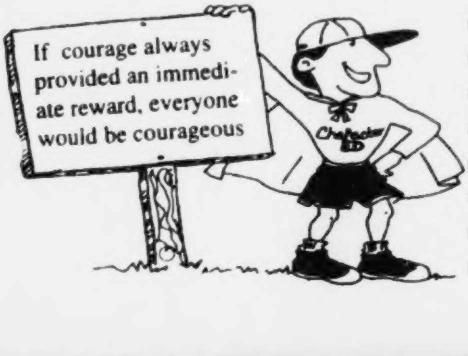
The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.
Lloyd Jones

The key to your universe is that you can choose.
Carl Frederick

Ingenuity, plus courage, plus work, equals miracles.
Bob Richards, pole vaulter
2 Olympic gold medals

RELATED WORD

Bravery
Fearlessness
Firmness
Self-determination
Fortitude
Challenges
Choices


If courage always provided an immediate reward, everyone would be courageous
Character ED

PRACTICAL APPLICATIONS

- * Planning options to face something that takes courage.
- * Understanding the difference between courage and foolishness.
- * Telling the truth in spite of the consequences.
- * Believing in our abilities, despite odds.
- * Doing what we feel is right even in a crowd that doesn't.
- * Apologizing and admitting mistakes, and accepting the consequences.
- * Resisting the temptation to do wrong.
- * Willing to replace our wrong decisions with the right ones.
- * Taking the first step in a difficult or new task.
- * Following our dreams and goals.
- * Having the courage of our convictions.
- * Taking reasonable, positive risks.
- * Taking pride in being unique.

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Activities

C= Community Activities S= School Activities F = Family Activities

CSF Given sample situations, ask students to decide which choices are courageous and which are foolish. For example: Walking away from a fight vs. fighting, making fun of someone vs. standing up for someone, doing something because your friends expect it vs. doing what you know is right.

CSF Have students interview someone who has come here from another country. Ask them to tell about the courage it took to move to a new place.

SF In cooperative learning groups, have students study a quote and explain it to the rest of the class through a skit, story, artwork, poster, etc.

CSF What would the world have missed if Walt Disney or Thomas Edison had not had the courage to follow their **dreams**?

SF Play telephone; have the students pass a whispered message around a circle. Discuss having the courage to be a peacemaker; understanding the whole story before you follow the crowd; why it is important not to listen or act on rumors, and having the courage to talk to the source directly to clear up any misinterpretation or misinformation. Discuss how students sometimes alter or start rumors as a form of peer pressure.

CF Watch a favorite TV show and report about whether the characters were demonstrating courage or foolishness.

CSF Discuss having the courage to address difficult situations. Teach students how to define the problem and look for a variety of solutions. This process can be practiced with examples from students, literature, or history. This can be related to conflict resolution and mediation to help students find the courage to solve individual problems. Successful people often have more than one alternative.

SF Discuss obstacles in our lives and how it takes courage to overcome them. Read about and discuss Helen Keller, Stevie Wonder, Franklin Roosevelt. Discuss the meaning of bravery.

CSF Invite survivors of the Holocaust to speak to your students about incredible courage.

CSF List what someone with courage looks like as a group activity. Explain how the purple heart has long been a symbol of soldiers being courageous in battle. Have the students cut out their own purple heart and list or draw things they have done that took courage.

SF Discuss or write about: "What would you do today if you knew you couldn't fail?"

SF Discuss the phrase, "Have the courage of your convictions." How can students show this?

CSF Develop a student group that meets to write and produce skits and vignettes using the quotes and/or original material about the character traits.

SF Discuss: To dream anything that you want to dream. That is the beauty of the human mind.
To do anything that you want to do. That is the strength of the human will.
To trust yourself to test your limits. That is the courage to succeed ....Bernard Edmonds

CSF Encourage goal setting. Discuss the quote: "We all live under the same sky, but we don't all reach for the same stars." Encourage students to develop their own short and long-term goals.

1. Define the goal (that is within the student's ability to influence)
2. Outline the steps needed to achieve the goal.
3. Consider possible blocks and ways of dealing with them.
4. Set deadlines, break up the task if necessary and set deadlines for parts. ...Quest

Subjects to Consider

Discuss the difference between a celebrity and a hero and the different traits that make them famous. Celebrities are made famous by the media. They make news but not necessarily a positive impact. Heroes are known for achievement, portraying ideals, and making a difference in the lives of others. Heroes have the courage to overcome or persist in order to achieve their goals. Heroes may not be great to everyone, but they have a powerful impact on the people around them.

History Ask students to report about someone from history who they considered a hero. How did this person exhibit courage? How would they solve a related problem today? Discuss the courage it took to bring about change in the history of our country or the world.

Literature Ask students to write about people in literature or people in their own lives that they consider heroes. How did they exhibit courage?

Health Discuss the difference between courage and risky behavior. Discuss having the courage to say no to peer pressure. Encourage students to set long term goals and discuss what they will need to do to achieve these. What may they have to give up along the way?

Creative Writing Write a story about a character who has to make a choice that requires courage.

Social Studies Bring in or have students interview people that they think are heroes in their community.

WOW - World of Work

It Takes Courage to Be Successful! -

It takes courage to apply for a job, walking into the unknown. One way to help this is with practice. Practice filling out applications and role play interviews. Employers want to know what you can offer their business, not what their business can do for you. Think about your answers to questions they might ask in advance. Like: Why would you like to work here?

It takes courage to admit mistakes. Covering up mistakes on the job can lead to more problems! None of us are born experts. We made several mistakes before we learned to walk, but from each of those mistakes we learned to eventually master the task of walking. In the world of work ask questions when you are not sure. Learn from the mistakes you make so they are not repeated.

It takes courage to try something new, a new job or a new task. Very often once we master a task at work, we are given more difficult things to do; that's what getting promoted is all about.

Parent Corner

Teaching Children to Be Brave (But Not Foolish)

Courage is taking reasonable risks. Encourage children to make good decisions by allowing them to practice good decision making at home. Offer choices; let them see that the choices they make have positive and negative consequences. For example, if your son is bouncing the ball in the house you can ask him to either bounce the ball outside or find something quieter to do in the house. If he continues, he needs to understand that this was a poor choice, the consequence of which is that the ball will be taken away. When decision making is encouraged early and consistently, children are more able to muster the courage to stand by the decisions they make.

This includes helping children and young adults develop a resistance to negative peer pressure by helping them learn to evaluate their choices. It is often difficult to chose between immediate pleasure, what is easier or feels good now, and long term goals; what actions would have positive future consequences. Young adults can get into difficult situations when they do not have the courage to ask about what others are inviting him to do.

Courage is not something we can demand from children; it grows from the experience of making good choices that provide successful outcomes. Children and young adults need to feel capable of handling difficult situations. Help them think through several alternatives; very successful people have fall-back options. For example, your son suggests that he doesn't want to go to school because someone is picking on him on the bus. Ask him to list some solutions to this problem. List them all including not going to school, or hitting the other boy first, until you get some more workable alternatives. Go over the list with him and ask what would happen or be the consequences of each alternative. Have him chose the ones that will most likely provide a positive consequence.

Clarify the difference between courage and loudness and lack of courage and shyness. This will help your child see that courage is a quality of character, not personality. Explain that there is a quiet courage - the courage to say no to something that is wrong or to say hello to a child who has no friends.

We all make decisions every day. It is important that we help our children have the courage to think through their choices and resist the pressures from others in order to do what they feel is right.

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Early Childhood Activity

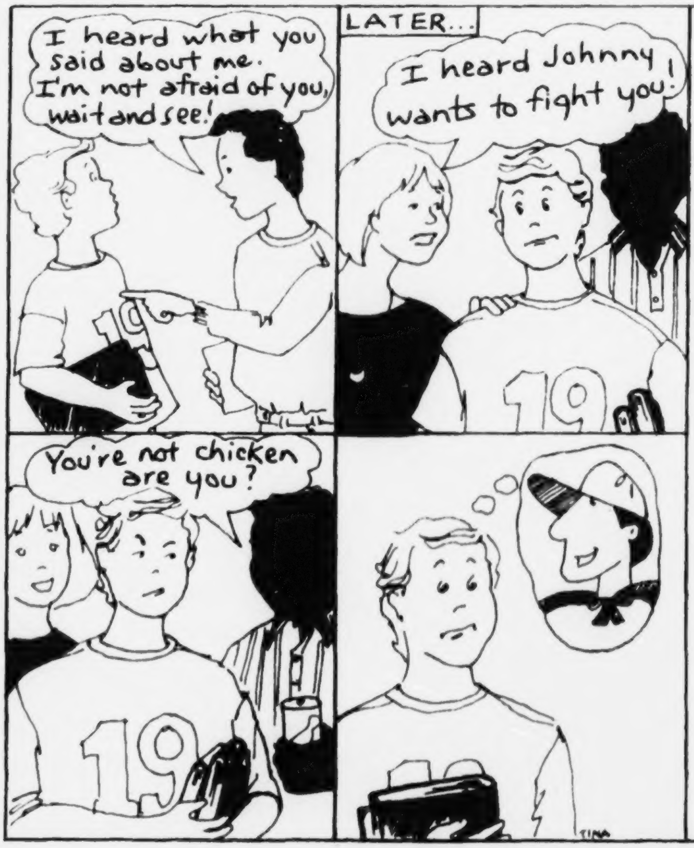
Amazing Grace by Mary Hoffman and Carolyn Binch. Grace is a young girl who loves to act out stories. Auditioning for Peter Pan, her classmates tell her that she can't get the part because she is a girl and she is black. Her Nana proves to her she can be anything she wants to be. Grace goes on to give a great performance as Peter Pan.

Discuss: facing problems, being brave, things we can't do yet, but will be able to do someday.

Read the book. Discuss what Grace accomplishes and introduce the word courage.

Small group - Provide a variety of mediums: markers, colored pencils, crayons, pastels, paints, and large drawing paper. Invite the children to draw/paint pictures of things they can do. Label the pictures.

ELEMENTARY	BOOKS		SECONDARY
Book	**Author**	**Book**	**Author**
Chicken Little	Lorenzini	The Minotaur	Andrew Lang
The Book of Three	Alexander	I Heard the Owl Call My Name	Craven
Hansel and Gretel	The Brothers Grimm	If—	Rudyard Kipling
My Brother Sam Is Dead	Collier/Collier	Crackling Day	Abrahams
The Brave Mice	Aesop	The Frog Prince	The Brothers Grimm
The Sign of the Beaver	Speare	Missing May	Rylant
Miss Maggie	Rylant	Rosa Parks	Kai Friese
Child of the Silent Night	Hunter	The Road Not Taken	Robert Frost
Very Last First Time	Andrews	A Raisin in the Sun	Hansberry
Freedom Train; Harriet Tubman	Sterling	The Pearl	John Steinbeck
The Lion, Witch, and Wardrobe	Lewis	Roll of Thunder Hear My Cry	Taylor


I heard what you said about me. I'm not afraid of you, wait and see!
LATER...
I heard Johnny wants to fight you!
You're not chicken are you?
TINA
Draw your own conclusion

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Do you sometimes feel that your peers are encouraging you to do something you do not want to do? What are some other things we can do to avoid a fight and still save face? What situations are courageous, and what situations are foolish?

Communities Build
CHARACTER
It's Everyone's Job!

THE SCHOOL DISTRICT OF LEE COUNTY

Character-Building Word for April
Integrity

Adhering steadfastly to a personal sense of honorable and ethical behavior

Sticking to what you know is right

WEEK 1

A person's true character is revealed by what he does when no one is watching.
Anonymous

Ability will enable a man to go to the top, but it takes character to keep him there.
Anonymous

When you walk what you talk... people listen.
Anonymous

The greatest thing in this world is not so much where we are, but in what direction we are moving.
D.W. Holmes

Character is not an inheritance; each person must build it for himself.
Anonymous

WEEK 2

Real integrity stays in place whether the test is adversity or prosperity.
Charles Swindall

A person's true ideals are those he lives by, not always those he talks about.
Anonymous

The height of your accomplishments will equal the depth of your convictions.
Willian F. Scolavino

Keep pace with the drummer you hear, however measured or far away.
Henry David Thoreau

A good conscience is a continual feast.
Sir Frances Bacon

WEEK 3

The man who cannot believe in himself cannot believe in anyone else.
Roy L. Smith

What lies ahead of us and what lies before us are small matters compared to what lies within us.
Ralph Waldo Emerson

Integrity is the glue that holds our way of life together.
Billy Graham

One person with a belief is equal to the force of ninety-nine who only have interests.
Anonymous

Peace is not something you wish for; it's something you make, something you can do, something you are, and something you give away.
Robert Fulghum

WEEK 4

What you value is what you think about. What you think about is what you become.
Joel Weldon

When you know what your values are, making decisions becomes easier.
Glenn Van Ekeren

If you don't stand for something, you'll fall for anything
Anonymous

Success is knowing what your values are and living in a way consistent with your values.
Danny Cox

The evil of the world is made possible by nothing but the sanction you give it.
Ayn Rand

RELATED WORDS

Respect
Responsibility
Citizenship
Compassion
Commitment
Humility
Loyalty
Reliability
Kindness
Self-control
Justice
Uniqueness
Honesty
Courage

PRACTICAL APPLICATIONS

* Putting all of the character traits into action.
* Doing what you feel is right, whether or not others are watching.
* Behaving in such a way that people trust you.
* Doing what is right even in a crowd that doesn't.
* Admitting that we are wrong and accepting the consequences.
* Being accountable for our choices.
* Apologizing, admitting mistakes, and accepting the consequences.
* Resisting the temptation to do wrong.
* Willing to replace our wrong decisions with the right ones.
* Keeping promises and commitments.
* Thinking before acting.
* Being a responsible member of our community.
* Being fair and just to others.
* Taking pride in being unique.

Character is what you do when no one else is looking.
Character ED

Activities

C= Community Activities S= School Activities F = Family Activities

CSF Write a story or draw a picture about someone who demonstrates integrity. Examples could include: Abraham Lincoln, Joan of Arc, Aristotle, Florence Nightingale, Francis Bacon, Mother Theresa, Mahatma Gandhi, Jesus Christ, Plato, Confucius, or someone you know. Tell how he/she showed integrity.

CSF Discuss: I'm the one who writes my own story. I'll decide the person I'll be. What goes in the plot, and what does not is pretty much up to me. (Author unknown)

CSF Make a chart on the board with four categories: HOME, SCHOOL, WORK, WORLD. Have the students list activities associated with the four areas which exemplify integrity or are the antithesis of integrity.

CSF List at least 10 ways of stealing besides actually holding someone up or robbing a house, for example forgetting to return money or belongings, or plagiarism.

CSF Ask students to think about a time when they took a stand concerning something. Maybe they saw others doing something wrong, or were involved in a discussion and they stated their views even though they were unpopular. Discuss how that can feel scary and ask for examples of positive outcomes.

CSF List and discuss the ethical dilemmas caused by computers/advanced technology. How does this relate to the quote, "A person's true character is revealed by what he does when no one else is looking"

SF In cooperative learning groups, have students study a quote and explain it to the rest of the class through a skit, story, artwork, poster, etc.

CSF Discuss campus "issues of character" on a regular basis (vandalism, good deeds, etc.).

SF Provide students with the opportunity to practice integrity. Discuss and practice the "STAR" ethical problem-solving method: this gives students a process or system to think through potential actions or review past actions for alternatives. It includes;

- **S**top, take time to think through an action about to be taken
- **T**hink, make a mental list of the options available in a particular situation
- **A**ct, choose the best alternative
- **R**eview, will my action get me further from or closer to my goal, and how will it affect others?

This can be used as a short activity also. Ask the class what STAR means; provide a situation; for example, pretend you find a dollar bill on the floor, then ask them to go through the STAR steps when deciding what to do. ...from, *The Case For Character Education* by David Brooks

SF Have students trace each other on a large sheet of paper or draw a quick self-portrait. Ask students to label their drawings "A person of integrity." Write around the edges or in the center adjectives or adjective phrases describing what they feel or do that shows integrity. They could also do this as a generic activity, or draw "Character ED" listing what integrity means to them.

SF Write about a special event in your life. How did it affect your character?

CSF Ask the students to ask their parents what integrity means to them; share these responses.

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Subjects to Consider

The new **Sunshine State Standards** includes Student Performance Standard 5 which focuses on developing ethical and responsible workers. Students are expected to display positive and constructive social skills by following school rules and customs and by respecting the rights and property of others. According to Dr. Philip Fitch Vincent, in his book, *Developing Character in Students*, there are 5 things teachers can include in what they are already doing that will support Standard 5;

Develop rules that are expectation of appropriate behavior. Practice these until they become a habit. If disrespectful behavior is a problem in your classroom, develop a rule that lets students know what is expected. Actually practice this rule during classroom discussions, until it becomes a habit.

Cooperative Learning provides an opportunity for students to promote social behavior. Through structured activities and clear expectations, students will learn how to take individual and team responsibility for outcomes and develop better relationships and understanding of other students.

Teaching for thinking. When students are taught to brainstorm, compare and contrast, understand cause and effect, develop goals, make choices, and interpret and evaluate information, they practice assessing what is stated related to their own experience. This practice will help them make responsible decisions in the future.

Reading for character. Good literature requires readers to reflect on the actions and circumstances of individuals and their ideas. Through good literature students vicariously experience the lives of characters and develop a storehouse of moral models as guides for future actions.

Service Learning provides an opportunity for students to practice the art of caring about others. When students can decide what service they would like to provide, plan the activity and have an opportunity to reflect on the experience, it is much more meaningful than just bringing in cans for the hungry or getting volunteer hours over with.

WOW - World of Work

It Takes Courage to Be Successful!

"*Ability will enable a man to go to the top, but it takes character to keep him there.*" Author Unknown.

Employers today are looking for employees with good character. They can train them in the skills they need for the job, but integrity, honesty, respect, compassion, and responsibility are necessary for employees to maintain employment and gain advancement. This is true no matter what the job, from the highest levels of government to baby-sitting jobs. If the people who put you in office or the people who trusted you to get a job done have good reason to question your integrity it will not matter how well you do the job. You could be the best computer programer, with a great amount of knowledge and expertise, but if you cheat the company, or cannot be counted on to make responsible choices and decisions, you are a liability rather than a asset.

"*Character is not an inheritance: Each person must build it for him/herself.*" Author unknown

Life is a daily series of choices. The decisions we make and the actions we take demonstrate to others our integrity. When we treat others with honesty, responsibility, courage, compassion, and respect, we build a reputation that employers can depend on.

Parent Corner

Talk to Your Children About Your Family's Values

Explain to your children which values are important in your family. Here are some examples:

In our family, we all work together to get jobs done for the good of the family.
In our family, we talk to each other with respect.
In our family, we let others know where we are going so that they do not get worried.
In our family, we tell the truth.

These could go on and on, but it is important for your children to hear you say them. These are expectations that children need to hear often and be held accountable for. It is also a positive way to handle discipline. For example when two kids appear ready to get into an argument, remind them that in our family, we expect everyone to treat each other with respect and solve differences without hurting one another. Or when you ask your child to help with the yard work and they give you one of those faces or claim they have more important things to do, remind them that the are part of a family and that we all work together to get things done.

Saying, "If you don't have anything nice to say, don't say anything at all," over an over again will eventually sink in. It's a positive way of telling them to stop picking on one another. We hear adults say, "My Mom always said..." What do you want your children to say?

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Early Childhood Activity

Jamaica's Find by Juanita Havill. Jamaica, a little girl, finds a toy dog and a hat in the park. She turns in the hat, but keeps the toy. Her mother tells her the toy probably belongs to a little girl just like her. He turns in the toy, meets the owner and finds a new friend.

Discuss: What it feels like to lose something. What you would do if you found something that did not belong to you. **Making good choices.**

Read the book. Discuss the benefits to Jamaica for being honest (showing integrity)

Small group - Provide a variety of mediums: markers, colored pencils, crayons, pastels, paints and large drawing paper. Invite the children to draw/paint pictures of their favorite toys. Label the pictures.

Reading Materials

K-3

Mike Mulligan and His Steam Shovel, by Virginia Burton; Mike stays faithful to his old stem shovel, despite new machines.

The Legend of Bluebonnet, by Tomie dePaula; An Indian girl offers her precious doll to end drought and famine.

Mufaro's Beautiful Daughters, by John Steptoe; Tribal history is woven into a tale about pride going before the fall.

4-6

The Indian in the Cupboard, by Lynne Reid Banks; A young boy learns about life from an Indian who come to life.

Helga's Dowry: A Troll Love Story, by Tomie dePaula; Helga is so poor that her love will not marry her; when she works hard to become wealthy she has choices to make.

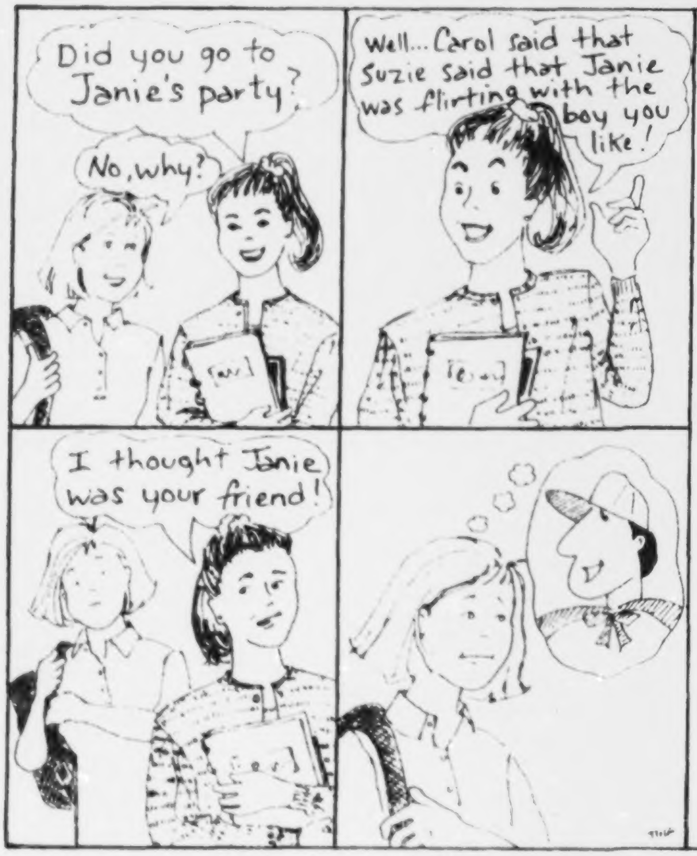
My Side of the Mountain, by Jean George; A 13-year-old tests his independence by living alone in the wilderness.

6-8

Stealing Home: The Story of Jackie Robinson, by Barry Denenberg; The first black baseball player's fight for equality.

The Sign of the Beaver, by Elizabeth George Speare; A 12 year-old, befriended by Indians must make a difficult choice.

Roll of Thunder, Hear My Cry, by Mildred Taylor; An unforgettable story of black pride and heritage.


Did you go to Janie's party?
No, why?
Well... Carol said that Suzie said that Janie was flirting with the boy you like!
I thought Janie was your friend!

To Districts/Schools Outside of Lee County

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Draw your own conclusion

WHow would the STAR process work in this situation?(see activities) Has anyone ever spread stories about you? How does it make you feel? How can you find out the truth before you jump to conclusions? What are some reasons kids like to spread rumors?

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Communities Build
CHARACTER
It's Everyone's Job!

THE SCHOOL BOARD OF LEE COUNTY

Character-Building Word for May
Self-Control

The managing of your actions and emotions

Think before you act

WEEK 1

Better safe than sorry.
Anonymous

Discipline is doing what does not come naturally.
Anonymous

Even a woodpecker owes his success to the fact that he uses his head.
Anonymous

It is wiser to choose what you say than to say what you choose.
Anonymous

A man is never in worse company than when he flies into a rage and is beside himself.
Anonymous

WEEK 2

Swallowing angry words is much better than having to eat them.
Grit

I complained I had no shoes until I met a man who had no feet.
Arabic Proverb

Nature gave us one tongue and two ears so we could hear twice as much as we speak.
Epicetus

Choice, not chance determines destiny.
Anonymous

Your body is for use - not abuse.
Anonymous

WEEK 3

Anyone who angers you conquers you.
Sister Kenny's Mother

We cannot direct the wind, but we can adjust the sails.
Anonymous

He who throws dirt, loses ground.
Anonymous

We cannot control evil tongues, but a good life enables us to disregard them.
Cato

Education is the ability to listen to almost anything without losing your temper or your self-confidence.
Robert Frost

WEEK 4

Anger is only one letter short of danger.
Anonymous

Anger is a momentary madness, so control your passion or it will control you.
Horace, Epistles

Doubt what you will, but never yourself.
Bovee

For every minute you remain angry you give up sixty seconds of peace of mind.
Ralph Waldo Emerson

No man can think clearly when his fists are clenched.
Anonymous

RELATED WORDS

Self-discipline
Temptation
Peer Pressure
Conflict Resolution
Temperance
Obedience
Abstinence
Moderation
Restraint
Adaptable

PRACTICAL APPLICATIONS

- Controlling one's temper.
- Eating and drinking what is good, not just what tastes good.
- Avoiding participating in gossip and name calling.
- Counting to ten or taking several deep breaths.
- Resisting the temptation to do wrong.
- Not talking back to teachers or parents.
- Share your feelings with someone you trust.
- Doing the right thing when parents and teachers are not around.
- Setting aside time for homework, in spite of distractions.
- Not hitting back.
- Thinking before you act.
- Believing that you can make a difference in your own life.
- Understanding that things don't just happen to you, but that you have some control over circumstances.

Every action you take is an expression of the choice you have made about the effect you want to have on the world..... Constance Dembrowsky

Activities

C= Community Activities
S= School Activities
F = Family Activities

S	Bulletin board idea! Put a student figure going up stairs and on each step write techniques for self-control: such as, count to ten, STAR, stop and think, make wise food choices, consider the consequences, etc.
CSF	Discuss verbal and nonverbal communication. Can nonverbal communication stir strong emotions in others? Which is harder for us to control?
CSF	Discuss putting off short-term gratification for long-term goals. How does this relate to drinking, smoking and sex?
CSF	Discuss ways we learn self-control at various stages in our lives.
CSF	Have students collect/generate examples of both physical and verbal self-control. Create skits and role play situations that show the different consequences when people use or do not use self-control.
CSF	Explain to students that feelings are OK, it's the way we respond to these feelings that can get us into trouble. It takes a lot of self-control to do things differently from the way we have done them before. Ask students to brainstorm a list of emotions then list good choice actions and bad choice actions for each emotion. Discuss the different consequences of each.
S	Provide character awards for students as part of the graduation ceremony.
SF	Ask students to describe what a conflict is. Discuss that to resolve conflicts it is necessary to make a plan to solve the disagreement or problem in a helpful, not harmful manner for everyone involved. Sometimes it takes a lot of self-control not to act in an angry manner, but instead to think about solving the problem without attacking the person. Read The Wolf's Chicken Stew and discuss the conflict and how it was resolved in that story.
SF	Help students relate self-control to the expression of emotions. Read On Monday When It Rained. Have students write or discuss appropriate ways of expressing each emotion discussed in the book.
CSF	Discuss the quote, "Discipline is doing what does not come naturally." Discuss the similarities and differences between self-control and self-discipline.
CSF	Discuss how anger is only one letter away from danger.
CSF	Teach children to take control of and responsibility for their own learning. Provide strategies that will help them address learning difficulties in a way that will help them control frustrated behaviors and replace them with helpful behaviors: for example: if students have trouble remembering verbal information while you are talking suggest that they take notes about, draw pictures of, or highlight information to remember.
CSF	Discuss how characters in literature have displayed self-control. How would the end of the story been different if they had made other choices?

Subjects to Consider

Health - Identify foods that represent healthy choices. Ask students to chart and/or discuss how they feel when they eat healthy and exercise. Ask them to experiment by leaving out one unhealthy food they eat a lot of for one week, ask if they feel different.

Social Studies - Discuss examples of persons who lost their freedom and the control over their own lives. Ask students how they would feel if their choices were taken away.

Physical Education - Talk about athletics and the kind of self-control it takes to become good enough to get million dollar jobs. Point out that self-control is a learned skill, just like sports.

Language Arts - Write about an incident in which you practiced self-control and the outcome of that incident. Titles could include: I thought it over and decided not to do it, or I acted impulsively and regretted it.

Some ideas have been adapted from *Teaching for Character* by Dotson and Dotson

Science - A dramatic demonstration of the spread of sexually transmitted deseases. Provide enough clear glasses for each student. In one tenth of the glasses put a one molar solution for Sodium Hydroxide, in the rest of the glasses put plain water. Fill all less than half way. Have the students mark their names on the glasses. With out telling students what is in the water have them move around the room sharing liquid with four other students, by pouring one glass into the other and then pouring half back. Put a drop or two of phenolphthalein in each glass. The ones that turn red have the Sodium Hydroxide in them. Explain how many glasses "carried the disease" originally. Discuss how sexual diseases are transmitted. Tie this into a discussion of self-control.

Adapted from *Activities that Teach* by Tom Jackson.

WOW
World of Work

As we travel from the world of home and school to the world of work we become more responsible for our own actions and success. The nurturing school or home environment is replaced in the work place with greater expectations of independence and self-control. The following are examples of self-discipline in a mature, responsible employee:

- Behaving and performing from an internal desire to succeed, not because someone else stands over you to make it happen.
- Understanding and projecting oneself into another person's world, therefore developing greater understanding, acceptance, and compassion for others.
- Making up one's own mind about the boundaries of behavior and respecting those boundaries regardless of pressure from others.
- Being able to forgo one's own pleasure and immediate gratification for the greater good.
- Setting goals and working hard toward them.
- Taking responsibility for one's mistakes and working to correct the situation.

Adapted from *20 Teachable Virtues* by Unell/Wyckoff.

Parent Corner

The following is a list of old and new messages that children receive from adults. The new messages will help children and adults develop self-control and reduce conflicts. Adapted from *Parents Teens and Boundaries* by Jane Bluestein.

Old Messages	**New Messages**
If only my kids, friends, parents, would change my life would be better.	If my current behaviors aren't helping me reach my goals, I am willing to change them.
Other people's words actions, and attitudes make me feel good or bad, and therefore cause me to act certain ways.	My reactions to other people's actions, words and attitudes create my feelings; I am responsible for my subsequent actions.
This is just the way I am. I can't help it.	I always have choices about my own behavior and attitude.
Sometimes you have to act angry, helpless or sad to get what you want.	I avoid using my feelings to try to change other people.
I am responsible for my children's behavior, appearance, and performance.	I can guide and support my children and still leave them responsible for their own behavior.
Peace at any price.	I am willing to risk conflict to draw necessary boundaries for my children.
My house, my rules.	We all live here together. While I may have the final say in a lot of situations, their needs and feelings always matter.

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Early Childhood Activity

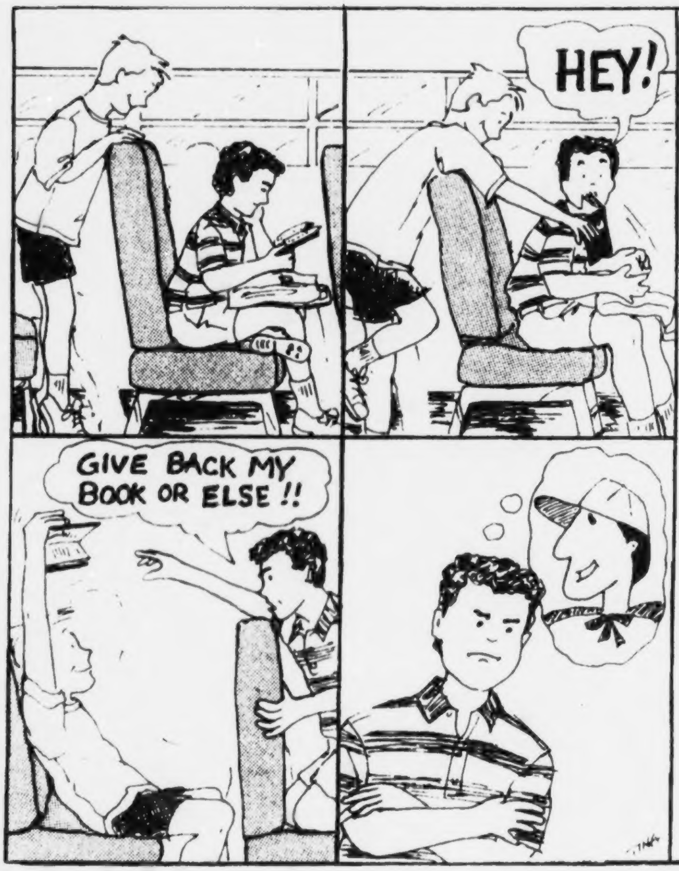
The Very Grouchy Ladybug by Eric Carle. A ladybug is very grouchy to a variety of animals as she travels seeking food. At each encounter she asks the animal if it wants to fight. She eventually ends up where she started and is invited by another ladybug to share aphids.

Discuss: sharing; being kind; what it means to fight; using self-control.

Read the book. Discuss how the ladybug put herself in a dangerous position; discuss thinking before you act.

Small group - Provide red paint, small paper bowls, pre-cut black dots and wing shapes and feelers, glue, and black pipe cleaners for legs. Invite the children to make ladybugs.

A special thanks to Judith Schulman for sharing her ideas in the monthly Early Childhood Activity section.


HEY!
GIVE BACK MY BOOK OR ELSE !!

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Draw your own conclusion

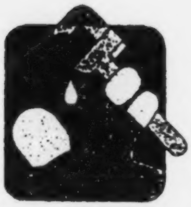
Do students get angry with each other on the bus? How can you use self-control when other students are trying to get you angry? Who controls the way you feel? What are some strategies for dealing with bullies?

Save your character words for next year.

We would like your Feedback about the Character Education Initiative!

Which parts of the newsletter were the most helpful to you? ____________________
In our classroom we discussed Character on an average of _____ times a month.
Character education has had a positive impact in my classroom. yes or no
Suggestions for next year. ____________________

Please send to Meg Krieg/Curriculum, call 337-8606, or e-mail.



LEE COUNTY'S WORK SKILLS PROGRAM

A Partnership of the School District of Lee County, The Foundation for Lee County Public Schools, Inc. and Local Business Partners

What is *Work Skills*?

Work Skills is an extra curricular, enhancement activity for high school students interested in skilled, technical and engineering careers related to the construction, manufacturing and maintenance industries. It's not a class, but an opportunity to participate in projects sponsored by local industry.

Work Skills initiatives support four basic premises:

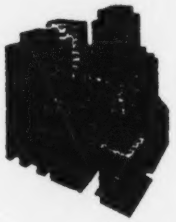
- There is a need for skilled, technical and engineering professionals.
- Students and educators are unaware of the diversity, opportunities and requirements for skilled and technical careers.
- Students need to possess a responsible work ethic.
- The private business sector **can** and **will** provide work and school based learning opportunities.

History

Locally, Southwest Florida is faced with a shortage of skilled workers in the construction, manufacturing and vehicle service industries. The *Work Skills* Program is a public school based initiative designed to address this need for skilled and technical workers. Originally funded by State "Break the Mold" grants, the *Work Skills* Program provides a variety of initiatives for high school students, teachers and administrators to become familiar with skilled trades and engineering careers. The program was piloted at Fort Myers High School during the 1996-97 school year and expanded during school year 97-98 to include Estero, North Fort Myers and Riverdale High Schools.

Goal

The *Work Skills* Program is designed to bridge the gap between the employer's needs and the student's skills by identifying transferable work skills, teaching those skills in a career-focused environment and validating a student's mastery of those skills. By providing a direct link between the high school and the workplace through school and work-based learning opportunities, the *Work Skills* Program can improve student motivation and academic performance and prepare students to choose and follow careers in skilled trades, technology and engineering. Through the strong support of over 60 local employers and professional organizations, *Work Skills* combines school-based enhancement activities and work-based learning opportunities to encourage student participation.



Program Components

Current *Work Skills* initiatives include: Project *Work Skills*, Student Work-Based Learning, Summer Institute for Educators and Transferable Work Skills ("Golden 25").

Project *Work Skills*: Several times throughout the school year, students in grades 10-12 work side by side with skilled tradespeople from local businesses to learn about technical and skilled trade careers. During school year 97-98 students completed industry designed projects in: electrical wiring, plumbing, carpentry, automotive technology, commercial construction, heating and air conditioning, auto cad, masonry, heavy equipment operation and golf course maintenance.

Student acceptance into the *Work Skills* program is based on career interest, academic success, attendance and teacher recommendation.

Students must:

- Have a sincere desire to learn about skilled trade career opportunities.
- Maintain a minimum GPA of 2.0.
- Have a good school attendance record.
- Demonstrate good conduct at all times.
- Attend all project and *Work Skill* events.
- Keep a *Work Skills* journal.
- Participate in showing appreciation to the business sponsors.
- Accept responsibility for making up missed classroom work.

***Work Skills* Student Work-Based Learning**: During Summer break students will have the opportunity to gain work-based learning experience in a skilled trade related area. Business partners involved with the *Work Skills* Program will offer summer employment to interested students.

***Work Skills* Summer Institute for Educators:** The purpose of the *Work Skills* Summer Institute is to familiarize teachers and counselors with skilled trades and technical careers available in southwest Florida. Educators spend one week employed in a helper capacity out "in-the field" with a skilled trade or technical trade employer. From this experience, they design two curriculum projects that will incorporate real world problems that they witnessed during their workweek.

"Golden 25" *Work Skills*: Local business leaders and educators met and chose the top 25 work skills that high school students should master. These skills are described as "transferable skills" do to the fact that they are applicable to almost any industry and future employment situation. The majority of these skills are also very relevant to what it takes to be a successful student. Work Skills students are expected to master these skills in order to receive a "Gold Card" that indicates successful completion of the program. Several local businesses recognize this Gold Card and offer hiring preferences and incentives to the holder of such a card.

The influence of the "Golden 25" has spread beyond the Work Skills Program. Many Lee County teachers are using them regularly in their classrooms and the "Golden 25" list can be seen prominently displayed in numerous local business offices.

The Work Skills "Golden 25":

- Demonstrates promptness and dependability.
- Understands the importance of workplace safety and health rules.
- Demonstrates good listening skills.
- Works effectively as part of a team.
- Has taken and passed a drug test.
- Demonstrates logical reasoning and analytical skills.
- Understands and practices good customer service skills.
- Responds promptly to instructions with a positive attitude.
- Demonstrates a responsible attitude toward work assignments.
- Follows the social expectations within the work place.
- Possesses a valid Florida driver's license.
- Understands the effect of a criminal record on employment options.
- Shows initiative.
- Accepts change (flexible).
- Understands technical and trade opportunities and career paths.
- Demonstrates respect and tolerance for different races, cultures and sexes.
- Accurately uses common linear, weight and volume measurement tools.
- Demonstrates good time management skills.
- Demonstrates good organizational skills.
- Recognizes the need for continuing education.
- Solves ratio and proportion problems common to the work place.
- Solves problems involving use of time increments (fractions).
- Solves workplace pertinent word problems.
- Solves basic math problems without calculator or pencil and paper.
- Correctly changes fractions to decimals and decimals to fractions.

- Developed by Lee County Business and Education Leaders August 15, 1996

For information, Call Nancy Smith, *Work Skills* Program Administrator, at (941) 337-0433, FAX (941) 337-7077 or e-mail at NancyS2@lee.k12.fl.us

Developmental Guidance Classroom Activities

for use with the

National Career Development Guidelines

High School

Edited by
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SCHOOL AND COMMUNITY CAREER RESOURCES

APP H1

OBJECTIVE
Students will identify and locate school and community resources which provide career information.

MATERIALS
- career resources

ACTIVITY
1. Familiarize students with the career resources that are available in the school and the local community. Discuss the following items:
   a. counselor's office
   b. school library
   c. various classrooms in the school
   d. city library
   e. local businesses
   f. Chamber of Commerce
   g. community agencies
   h. people in the community
2. Plan a Career Day where parents, friends and people in the school and community discuss with the students what they do at their job.

COMMENTS

PERFORMANCE INDICATORS
The middle/junior high school student will be able to:
6.3: Demonstrate skills in using school and community resources to learn about occupational groups.
6.4: Identify sources to obtain information about occupational groups including self-employment.

EVALUATION
Students identified career resource materials and planned a Career Day for sharing job experiences.

RESOURCES
Occupations Digest, Children's Dictionary of Occupations. (VSC)

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Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	●
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

WHAT SKILLS DO I HAVE?

OBJECTIVE
Students will recognize skills they have and skills they need for work.

MATERIALS
- paper
- pencil or pen

ACTIVITY
1. Have students write a sentence or two about how they feel about themselves concerning:
    a. working in groups
    b. caring about people
    c. dressing neatly
    d. following directions
    e. being on time for school
    f. keeping room in order
2. Explain to students that these are skills they now have that make them marketable for jobs. Have students discuss these skills. Are they necessary? Could they improve any of them?
3. Have students discuss other skills necessary for work.

COMMENTS

PERFORMANCE INDICATORS
The middle/junior high school student will be able to:
4.1: Describe the importance of academic and occupational skills in the work world.
5.2: Demonstrate an understanding of the importance of personal skills and attitudes to job success.

EVALUATION
Students have examined skills that are necessary for employability and identified their own strengths and weaknesses in these areas.

RESOURCES
Career Classroom Activities. (VSC)

Job Survival Series. (Disks)

Job Survival Skills. (Activity Book)

Grade					
▨ 7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

Exploration	
Achievement	●
Work and Learning	●
Career Information	●
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

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CHOOSING A CAREER TO MEET LIFE GOALS

Grade					
7	8	9	10	11	12

Curriculum Areas	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	●
Art/Music	
Tech/Voc. Education	

[illegible]	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

[illegible]	
Achievement	
Work and Learning	●
Career Information	
Job-Seeking Skills	
Needs of Society	

[illegible]	
Decision Making	●
Life Roles	●
Occupational Roles	
Career Planning	●

OBJECTIVE

Students will identify career directions as they relate to life goals.

MATERIALS

No materials are needed for this activity.

ACTIVITY

1. Have students discuss the idea of life goals.
   a. What does the term mean?
   b. What are some examples of life goals?
2. After several examples have been cited, have students tentatively select one life goal.
3. Using the selected life goal, ask students to identify a career or careers that would facilitate their obtaining that life goal.
4. Have students share with the group their life goal and the career/careers they identified.
5. Ask students to relate how they identified these careers and how they think their careers will help them meet their life goal.

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

9.8: Identify ways in which decisions about education and work relate to other major life decisions.

10.3: Identify personal goals that may be satisfied through a combination of work, community, social and family roles.

12.1: Demonstrate knowledge of exploratory processes and programs.

EVALUATION

Students have discussed the meaning of life goals. They have each tentatively identified one life goal and a career or careers that would help obtain it, then shared this information with the class.

RESOURCES

Males, Carolyn and Roberta Feigen. *Life After High School: A Career Planning Guide.* (Book)

Self-Assessment: A Tool for Career Decision. (Filmstrip)

Vedral, Joyce. *I Dare You.* (Book)

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APP H3

CAREER INFORMATION

OBJECTIVE

Students will research and report information about careers.

MATERIALS

- career information resources

ACTIVITY

1. Have each student select one career that relates to his or her interests and career values. Have students find out the following information about the careers:
   a Education and experience for entry
   b. Duties performed on the job
   c. Amount of travel required
   d. Projected opportunities in state and elsewhere
   e. Salary range
2. Have students report their findings to the group.
3. Ask students in the group if they know anyone who is working in any of the careers being reported on.

COMMENTS

Individuals identified in this activity could be invited as guest speakers for a follow-up to this activity.

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

6.3: Demonstrate skills in using school and community resources to learn about occupational groups.

6.4: Identify sources to obtain information about occupational groups including self-employment.

EVALUATION

Each student has researched a career that matches his or her strengths, skills, attitudes and behavior inventories.

RESOURCES

Occupations Digest. Children's Dictionary of Occupations. (VSC)

Ourth, John and Kathi Tamarri. *Career Caravan.* (Activity Book)

Rettig, Jack. *Careers: Exploration and Decision.* (Book)

Wright, John. *The American Almanac of Jobs and Salaries.* (Book)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	●
Career Information	●
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	●
Occupational Roles	
Career Planning	●

SEX ROLES AND CAREERS

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	●
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	●

Exploration	
Achievement	●
Work and Learning	●
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	●
Occupational Roles	●
Career Planning	

OBJECTIVE

Students will identify attitudes toward sex roles and their association with careers.

MATERIALS

- "Attitudes Toward Sex Roles" activity sheets (on the following pages)
- pencil or pen

ACTIVITY

1. Explain the importance of positive attitudes toward sex roles.
2. Distribute "Attitudes Toward Sex Roles" activity sheets to students and request that they be completed in class.
3. Explain scoring key to class, after completion of the exercise.
4. Discuss answers and score interpretations. Discuss how a student's attitudes may influence future career decisions.

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

11.3: Describe stereotypes, biases and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

EVALUATION

Students have completed the two activity sheets on "Attitudes Toward Sex Roles" and scored them in class. They have discussed the score interpretations and the variety of answers. They have reflected upon how their personal attitudes may influence their future career decisions.

RESOURCES

No Boundaries: Equal Career Opportunities for All. (Filmstrip)

Pro's and Con's: Sex-Role Options. (Game)

The Sexes Today: Moving Toward Equality. (Filmstrip)

ATTITUDES TOWARD SEX ROLES

Directions: Listed below are 15 common ideas about women's roles in relationship to men. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate space.

Key: 1 = VSA = Very Strongly Agree
2 = SA = Strongly Agree
3 = A = Agree
4 = SD = Strongly Disagree
5 = VSD = Very Strongly Disagree

VSA	SA	A	D	SD	VSD	
1	2	3	4	5	6	**PART I**
						1. Men and women should share the responsibilities and privileges of life equally.
						2. Women should express their opinions honestly, even if this is in disagreement with a men.
						3. Men and women should be paid equal wages if they are doing the same work.
						4. Women can think as logically as men.
						5. In a business setting, the woman who acts seductively is not behaving appropriately.
						6. It is possible for women to combine home and career and to do both successfully.
						7. If a husband and wife both work outside the home, responsibilities in the home should be shared equally.
						8. Women should follow any vocation they wish, even if this violates tradition.
						9. Women can work in any vocation without appearing masculine.
						10. Men should be willing to work for women.
						11. There is no genetic difference between the sexes in intellectual ability.
						12. Married women should be able to have both male and female friends.
						13. A college education is equally important for males and females.
						14. It is just as important for women to be intellectually capable as it is for men.
						15. It would be appropriate for a woman to be President of the United States.
						TOTALS (PART I)

Directions: Listed below are 20 common ideas about women's roles in relationship to men. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate space.

KEY: 6 = VSA = Very Strongly Agree
5 = SA = Strongly Agree
4 = A = Agree
3 = D = Disagree
2 = SD = Strongly Disagree
1 = VSD = Very Strongly Disagree

VSA	SA	A	D	SD	VSD	
6	5	4	3	2	1	**PART II**
						16. A woman should be the "power behind the man" and not the one "out in front."
						17. Truly feminine women let men believe they are the boss even when this is not true.
						18. It is appropriate to divide work into "man's work" and "woman's work."
						19. Men should make the final decisions in financial matters and women should make the final decisions concerning the home.
						20. Acting helpless makes a woman appear more feminine.
						21. Women should act naive (for example, pretend not to understand) in order to make a man look more knowledgeable.
						22. The best way for a woman to get her way with a man is to use feminine "wiles".
						23. The best guarantee of a good marriage is for the wife to be submissive to her husband.
						24. The most important characteristic for a wife is physical attractiveness.
						25. A woman should work only if she can do so without interfering with her domestic duties.
						26. The best way for a woman to show her love for her family is to dedicate her time to being a homemaker.
						TOTALS (PART II)

VSA	SA	A	D	SD	VSD	
6	5	4	3	2	1	**PART III**
						27. Women demand equal advantages with men in the world of work, yet insist on special privileges at the same time.
						28. It is only natural for women to be interested in people and for men to be interested in ideas.
						29. A woman's place is primarily in the home.
						30. Modern women are too competitive.
						31. Highly-paid jobs should go to men with families to support.
						32. A wife should not compete with her husband in his own areas of endeavor.
						33. It is not possible to maintain a romantic relationship when a woman "beats the man at his own game."
						34. Beauty is more important to femininity than intelligence.
						35. Males are inherently capable in some areas and women in others.
						TOTALS (PART III)
						TOTALS (PART II)
						TOTALS (PART I)
						TOTALS FOR ALL THREE PARTS (III, II, I)
						TOTAL SCORE (Add Totals in Line Above)

Interpretation of score: A score above 88 reflects dichotomous, gender-bound, traditional attitudes about the roles of men and women. A score below 88 reflects androgynous attitudes or nongender-bound attitudes about the roles of men and women in society.

WHAT DO YOU DO FOR A LIVING?

Grade					
7	▨ 8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	●
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	●
Job-Seeking Skills	
Needs of Society	●

Career Planning	
Decision Making	
Life Roles	●
Occupational Roles	
Career Planning	●

OBJECTIVE

Students will identify job experiences (paid or unpaid) of family members and other adults.

MATERIALS

- paper
- pencil or pen

ACTIVITY

1. Have students list the work-related experiences of members of their family or other adults they know.
2. In addition, students may interview these people about their jobs.
   a. Place of employment
   b. Job title
   c. Job description
   d. What kinds of tasks do they perform at their job?
   e. What hours do they work (day shift, night shift, flex scheduling, etc.)
   f. What do they like most about their job?
   g. What do they like least about their job?
   h. How did they get into their present occupation?
3. Have students share with other students the job-related information that they have obtained from their interviews.

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

6.4: Identify sources to obtain information about occupational groups including self-employment.

EVALUATION

Students have obtained and reported occupational information.

RESOURCES

Eddy, Arlene and Vera Gierman. *Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education.* (Activity Book)

Occupations Digest. (VSC)

WHY PEOPLE WORK

OBJECTIVE

Students will explore reasons for employment.

MATERIALS

- "Why People Work" activity sheet (on the following page)
- pen or pencil
- paper

ACTIVITY

1. Have students write down as many reasons they can think of why people work.
2. Ask for student suggestions and group answers under the following eight categories on the chalkboard.
    - a. Livelihood
    - b. Human Relationships
    - c. Personal Development
    - d. Job Satisfaction
    - e. Service
    - f. Security
    - g. Success
    - h. Happiness
2. Pass out the "Why People Work" activity sheet.
3. Explain to students that people work for reasons other than to make money.
4. Have students form groups and discuss their reasons.
5. Have each group discuss the importance of each reason.

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

10.3: Identify personal goals that may be satisfied through a combination of work, community, social and family roles.

EVALUATION

Students have listed reasons why people work, considering eight different categories.

RESOURCES

Careers and Values: Understanding the Choices. (Filmstrip)

Understanding Jobs and Careers. (Filmstrip)

Why We Work. (Filmstrip)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	●

Exploration	
Achievement	●
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	●

Career Planning	
Decision Making	●
Life Roles	●
Occupational Roles	
Career Planning	

APTITUDE TESTS

OBJECTIVE

Students will assess aptitudes related to career development.

MATERIALS

- career aptitude test
- paper
- pencils

ACTIVITY

1. Have students complete an aptitude test appropriate for their age and grade level following the directions accompanying the test.
2. Explain to students the meaning of aptitude as measured by the test and how this information can assist them in planning their careers.
3. Have students make a list of careers that relate to their highest aptitude scores.
4. From their list, have students select one or two careers that interest them and ask them to obtain more information about these careers.

COMMENTS

This activity supplements information gained in Activity 34: "Interest Assessment."

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

4.8: Describe how aptitudes and abilities relate to broad occupational groups.

EVALUATION

Students have completed a career aptitude test and selected and gathered information about a career that relates to their aptitudes and interests.

RESOURCES

Barrett, James and Geoffrey Williams. *Test Your Own Job Aptitude: Exploring Your Career Potential.* (Assessment Instruments)

Klein, Ken and Celia Unterman. *Career Aptitude Tests.* (Assessment Instruments)

Occupations Digest, Children's Dictionary of Occupations. (VSC)

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Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	●
Work and Learning	●
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

WHY PEOPLE WORK

Livelihood
People work to provide themselves and their families with the basic essentials of life—food, clothing and shelter. Once these basic essentials are met, other needs and wants become important.

Human Relationships
People basically like companionship. People seek companionship with persons who have interests similar to their own. Working is a means of associating with people who have similar interests. Being part of a group gives people a feeling of belonging. Your work can provide companionship and associations with others.

Personal Development
Work can provide an opportunity to learn and grow intellectually and socially. It is a means of attaining new goals in life by developing new skills and learning new things. Work allows people to reach their fullest potential. Your work can help you grow and reach your potential.

Job Satisfaction
Because most of your adult waking life will be spent working, it is important to choose an occupation that will bring job satisfaction. You, as well as your family, will be happier if the occupation you choose is satisfying.

Service
Service may be defined as the things a person does which are beneficial or useful to others. People like to make quality products, provide useful services and, in general, make a contribution to society. In addition, people like to feel that the work they do is important and of value to others. Your work can be a service to others.

Security
People look for security in their occupations. We need to know that when tomorrow comes, there will be work for us so that money can be earned. People want stability in their lives in order to make realistic and effective plans for the future. Your work can provide you with this security.

Success
All ambitious young people are interested in securing an entry-level job that offers an opportunity for advancement. Employers are interested in employing persons who like a challenge and who want to be successful in life. Your work can give you success.

Happiness
Last, but not least, an important reason why people work is happiness. Thomas Edison, the great inventor, was once encouraged by his wife to take a vacation. He responded by stating that he "couldn't think of anything he would rather do than work in his laboratory." Most people who choose their occupations wisely, thoroughly enjoy their work. This contributes to their overall happiness.

EMPLOYABILITY SKILLS CHECKLIST

OBJECTIVE

Students will evaluate employability skills using the "Employability Skills Checklist."

MATERIALS

- "Employability Skills Checklist" (on the following page)
- pen or pencil

ACTIVITY

1. Have students read through the items on the "Employability Skills Checklist," and place a check in the column to the right of each question. If they can already do the task, mark yes. If they do not think they can do the task, mark no. If they are not sure, mark not sure.
2. Discuss "tasks I can do" and have students identify in which careers/occupations these tasks would be valuable.
3. Discuss "tasks I am not sure I can do" and have students suggest how they could find out whether or not they can perform the task.
4. Discuss "tasks I cannot do" and have students determine how important it might be to develop that skill for a career they may be interested in.

COMMENTS

When areas are marked "no" or "not sure," these items can be looked upon as indicators where the individual student needs help. Referrals to teachers with expertise in the weak areas should be made. Also, units or activities can be developed for the areas most needing attention in preparation for the next year.

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

4.1: Describe the importance of academic and occupational skills in the work world.

4.8: Describe how aptitudes and abilities relate to broad occupational groups.

EVALUATION

Students have evaluated their present level of employabity skills by completing the checklist.

RESOURCES

Job Survival Skills. (Workbook)

Job Readiness: Acquiring the Skills. (Filmstrips)

Prep Jr. (VSC)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	●

Exploration	
Achievement	●
Work and Learning	●
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

CAREERS — MALE OR FEMALE?

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	●
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	●
Growth and Change	●

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	●
Occupational Roles	●
Career Planning	●

OBJECTIVE

Students will examine male and female roles in career choices.

MATERIALS

- paper
- pencil or pen

ACTIVITY

1. Have students divide a sheet of paper in half. Title one side "MALE," the other side "FEMALE," and write down as many occupations as possible that traditionally fit in these categories.
2. Form small groups and discuss the following:
    a. Do you think it is as important for girls to plan for future careers as it is for boys?
    b. What are your future plans regarding marriage and family?
    c. If you have children, do you plan on having a career?
    d. Do you think a wife should work outside the home if she has young children? What about a husband? Why?
    e. Would you be willing to work full-time outside the home to support the family if your husband/wife was willing to take care of the housework?
    f. Are there any nontraditional male/female careers you are interested in?

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

11.1: Describe advantages and problems of entering nontraditional occupations.

11.3: Describe stereotypes, biases and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

EVALUATION

Students have explored the influence that gender may have on their personal career choices.

RESOURCES

No Boundaries: Equal Career Opportunities For All. (Filmstrips)

Pro's and Con's: Sex Role Options. (Game Kit)

INTERVIEWING FOR A JOB

Grade					
7	8	**9**	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	●
Growth and Change	

Exploration	
Achievement	
Work and Learning	●
Career Information	
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will demonstrate effective job interview skills.

MATERIALS

- video recording equipment

ACTIVITY

1. Discuss job interviews.
   a. What are they?
   b. When might you have one?
   c. What is included?
   d. What questions might be asked?
2. Divide students into pairs and have them practice interviewing for a job.
3. After an initial practice, divide students into triads identifying one as an employer, one as an interviewer and one as an observer.
4. Videotape students conducting the interview sessions.
5. Have students analyze their own behavior during the interviews and provide feedback on areas of strengths and weaknesses.

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

7.4: Demonstrate skills and attitudes essential for a job interview.

EVALUATION

Students have demonstrated ability to answer questions related to elements of a successful job interview and have demonstrated job interview skills.

RESOURCES

Career Exploration Workbook. (VSC)

Janus Hi-Lo Illustrated Worktexts. *My Job Application File.* (Workbook)

Jew, Wing and Robert Tong. *Janus Job Interview Kit.* (Kit)

Job Interview Skills. (Filmstrip)

Job Readiness Series. Successful Job Interviewing. (Disks)

JOB-RELATED FORMS

OBJECTIVE

Students will fill out various forms and applications required for employment.

MATERIALS

- application forms for: Social Security card, driver's licenses, teaching certificates, nursing certificates, doctor's licenses, etc.
- copies of certificates issued after applications are processed
- pen or pencil

ACTIVITY

1. Distribute copies of important records and forms: birth certificate, licenses, Social Security, etc.
2. Discuss the contents of various forms and records and why such information is needed.
3. Practice identifying or filling in various records or forms.
4. Discuss which forms everyone must fill out and which forms are only filled out by individuals in certain professions.

COMMENTS

Some of these forms are prerequisites to applying for or being considered for any job while others apply to specific jobs.

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

7.2: Describe terms and concepts used in describing employment

7.3: Demonstrate skills to complete a job application.

EVALUATION

Students completed forms that may be needed when applying for a job.

RESOURCES

Janus Hi-Lo Illustrated Worktexts. *My Job Application File.* (Workbook)

Job Readiness Series. *Filling Out Job Applications.* (Disks)

Grade					
7	8	[✓ 9]	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	●
Career Information	
Job Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

ME

Name: ______________________ Date: ______________________

1. How far do I expect to go in school?
   - _____ a. Drop out now
   - _____ b. Graduate from high school
   - _____ c. Complete junior college or two years of college
   - _____ d. Graduate from college
   - _____ e. Secure an advanced degree

2. How far would I like to go in school?
   - _____ a. Drop out now
   - _____ b. Graduate from high school
   - _____ c. Complete junior college or two years of college
   - _____ d. Graduate from college
   - _____ e. Secure an advance degree

3. What are the main factors involved in my answer to Item 1?
   - _____ a. Interest or lack of interest
   - _____ b. My own estimate of my academic abilities
   - _____ c. The cost of college or other economic factors
   - _____ d. More pressing interest in doing something else
   - _____ e. Circumstances beyond my control

4. How do I rate myself in school ability compared with those in my class at school?
   - _____ a. I am among the poorest
   - _____ b. I am below average
   - _____ c. I am average
   - _____ d. I am above average
   - _____ e. I am among the best

5. Do I have the ability to complete college?
   - _____ a. No
   - _____ b. Probably not
   - _____ c. Not sure either way
   - _____ d. Yes, probably
   - _____ e. Yes, definitely

6. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely is it that I could complete such advanced work?
   - _____ a Most unlikely
   - _____ b. Unlikely
   - _____ c. Not sure either way
   - _____ d. Somewhat likely
   - _____ e. Very likely

7. How important to me are the grades I get in school?
   - _____ a. Grades don't matter to me at all
   - _____ b. Not particularly important
   - _____ c. Important
   - _____ d. Very important

8. How important to me are good grades compared with other aspects of school?
   ____ a. Good grades don't matter to me at all
   ____ b. Some other things in school are more important
   ____ c. Good grades are among the important things in school
   ____ d. Good grades are the most important thing in school
   ____ e. Grades are just one part of high school

9. In selecting a life career, what should be my most important consideration?
   ____ a. Whether I can do the job well
   ____ b. Whether I will enjoy doing the job year after year
   ____ c. Earnings potential
   ____ d. Amount of prestige associated with the career

10. I believe my two best qualities are:
   (1)
   (2)

11. Two personal weaknesses that I would like to correct are:
   (1)
   (2)

Consider the words in this list and check how often you think they describe you:

	Always	Usually	Sometimes	Never
Happy				
Friendly				
Sad				
Serious				
Shy				
Clumsy				
Showoff				
Kind				
Lazy				
Neat				
Calm				
Moody				
Open-minded				

EDUCATIONAL PROFILE SHEET

The career in which I am now interested is: ______________________________

List below the courses you have taken, are taking, or will take which will help you enter this field if you choose to continue in this direction. List all courses for past, present and future. (Remember that some grades have certain requirements and that one must have certain courses in order to graduate.)

9th

1s	2s

Total Credits ____

10th

1s	2s

Total Credits ____

11th

1s	2s

Total Credits ____

12th

1s	2s

Total Credits ____

Total credits for grades 9-12:

To graduate, a student must take and pass between 9th and 12th grades ____ semester credits. Of this number there must be ____ in English, ____ in history or social studies, ____ in physical education, ____ in math, and ____ in science. If there are others, explain:

____

____

____

____

REACHING YOUR GOALS

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	●
Work and Learning	●
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	●
Occupational Roles	
Career Planning	●

OBJECTIVE

Students will analyze students' aptitudes and interests and develop a program of study directed toward career goals.

MATERIALS

- "Me" activity sheet and "Educational Profile" activity sheet (on the following pages)
- pen or pencil

ACTIVITY

1. Discuss with students the influences that affect the decisions they make.
2. Discuss how one's level of maturity affects decision-making and how this changes over time.
3. Have students outline their educational and career goals.
4. Have students research course requirements for their selected career goal.
5. Ask students to select courses for tenth grade which will provide experiences for personal growth and development relative to their career goals.
6. Have students complete an "Educational Profile" with courses that will lead toward a career they have chosen and researched.

COMMENTS

Visitors from various career fields may be invited to speak to the students on the importance of academic skills in careers (e.g., doctor or nurse on the importance of science, news reporter on the importance of English, carpenter on the importance of mathematics, etc.).

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

9.8: Identify the requirements for secondary and postsecondary programs.

12.2: Identify school courses that meet tentative career goals.

EVALUATION

After having analyzed their abilities and interests, students have updated their "Educational Profile."

RESOURCES

Males, Carolyn and Roberta Feigen. *Life After High School: A Career Planning Guide.* (Book)

Schrank, Louise. *Lifeplan: A Practical Guide to Successful Career Planning.* (Workbook)

REASONS FOR WORKING

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	●
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	●
Growth and Change	●

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	●

Career Planning	
Decision Making	●
Life Roles	●
Occupational Roles	
Career Planning	

OBJECTIVE

Students will list reasons why people work.

MATERIALS

- chalkboard
- chalk
- "Reasons for Working" activity sheet (on the following page)

ACTIVITY

1. Hand out the "Reasons for Working" activity sheet and discuss the reasons given.
2. Have students add any ideas they may have about why people work and discuss those ideas. (Everyone does not have to agree.)
3. After this list has been generated, have students prioritize the top five reasons for why they want to work. (What is most important to them in selecting a career?)

COMMENTS

Students may interview several working people in the community and compile a list of reasons why they work. Discuss and compare these with the reasons they have generated.

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

8.2: Describe the relationship between work and economic and societal needs.
9.1: Describe personal beliefs and attitudes.
9.6: Identify ways in which decisions about education and work relate to other major life decisions.

EVALUATION

Students identified their personal reasons for wanting to work.

RESOURCES

Career Exploration Workbook. (VSC)

Why Work? (Filmstrip)

REASONS FOR WORKING

People work for many reasons, some individual and some common to all.

- To acquire money.
- To provide basic essentials - food, clothing and shelter.
- To improve or advance their living conditions such as: homes, autos, TV, clothing, and sporting equipment.
- To acquire a feeling of personal recognition and worth from members of society.
- To satisfy the natural instinct of achievement and creativity.
- To maintain or improve health or well-being.
- To support relatives who are not able to support themselves.

DISCUSSION QUESTIONS

Which of the above reasons are common to all workers and which are individual incentives?

How do reasons for working vary with education, age, sex, and physical condition of the individual?

Why do you want to work?

Have you ever worked? If yes, why?

Why do you think people do volunteer work?

Would you accept a job for less pay if there was an opportunity for advancement with experience and training? Why?

Which reasons for work vary with men and women?

APP H15

RESEARCHING CAREERS

Grade					
7	8	[✓ 9]	10	11	12

Curriculum Area	
Lang. Arts	
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	●
Career Information	●
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

OBJECTIVE

Students will demonstrate knowledge of how to use occupational information sources.

MATERIALS

- *Dictionary of Occupational Titles*
- *Guide to Occupational Exploration*
- *Occupational Outlook Handbook*
- *Occupational Outlook Quarterly*
- WCIS publications

ACTIVITY

1. Display career resources in the classroom.
2. Have students select a career they would like to know more about.
3. Discuss where to obtain information about these careers.
4. From the resources identified, have students describe the kind of information they get from each publication.

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

6.1: Identify various ways that occupations can be classified.

6.3: Demonstrate skills in using school and community resources to learn about occupational groups.

EVALUATION

Students have further familiarized themselves with occupational resource material, identifying the kinds of information available that pertain to their career selection in each publication.

RESOURCES

See above materials

APP H16

RESUME WRITING

OBJECTIVE
Students will write personal resumes for hypothetical job positions.

MATERIALS

- paper
- pencil or pen
- typewriter or word processor (optional)

ACTIVITY

1. Have students select jobs which they might consider applying for (part-time, after school or summer jobs).
2. Have students write actual resumes for that position.
3. Discuss with students how resumes may need to be adjusted to highlight skills that most closely relate to the job being applied for.

COMMENTS
To be most meaningful, students should select jobs they could actually obtain.

PERFORMANCE INDICATORS
The middle/junior high school student will be able to:
7.3: Demonstrate skills to complete a job application.
9.4: Describe school courses related to personal, educational and occupational interests.

EVALUATION
Students have composed personal resumes for a job they might consider.

RESOURCES
Block, Deborah Perlmutter. *How to Get and Get Ahead on Your First Job.* (Book)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	●
Work and Learning	●
Career Information	●
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	
Occupational Roles	
Career Planning	

SHADOW A WORKER

APP H17

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	

Exploration	
Achievement	●
Work and Learning	
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

OBJECTIVE

Students will obtain knowledge about careers they are interested in through observation.

MATERIALS

- chalkboard
- chalk

ACTIVITY

1. Have students identify a career that they are interested in (list on chalkboard).
2. Ask students to identify people in the community who work in these careers.
3. Obtain permission from the workers identified for students to spend a half day or whole day shadowing them. (Note: The school may want to obtain this permission or the students may obtain their own permission.)
4. Have students report their "shadowing" experiences back to the class.

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

12.4: Describe skills needed in a variety of occupations, including self-employment.

EVALUATION

Students have observed a people engaged in careers of interest to the student.

RESOURCES

Exploring Careers. *Operation Shadow.* (Reproducible Activity Book)

APP H18

TEST RESULTS AND CAREER CHOICE

Grade					
7	8	[✓ 9]	10	11	12

OBJECTIVE

Students will identify occupations/careers in which the strengths from their aptitude, achievement and interest tests would be important and consistent among the three assessments.

MATERIALS

- Student profiles from aptitude, achievement and interest tests

ACTIVITY

1. Have students list careers which reflect aptitude, achievement and interest scores.
2. Ask students to categorize their listed occupations into the different "Career Clusters."
3. Ask students to further categorize occupations into those which are performed in different environments and at different skill levels (e.g., indoor, outdoor, professional, skilled, semiskilled, etc.).
4. Have students report back to the group with an overview of what they have found.
5. Discuss how the aptitude, achievement and interest scores (collectively) relate to a variety of careers. (Emphasize the individual still has a wide range of choices.)

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

4.8: Describe how aptitudes and abilities relate to broad occupational groups.

EVALUATION

Students can identify a wide range of careers related to their aptitudes, achievements and interests.

RESOURCES

Career Directions. (Assessment Instrument)

Males, Carolyn and Roberta Feigen. *Life After High School: A Career Planning Guide.* (Book)

Curriculum Area	
Lang. Arts	
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

Exploration	
Achievement	●
Work and Learning	●
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

THE JOB APPLICATION

APP H19

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	●
Career Information	
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will fill out a job application form with the correct information.

MATERIALS

- "Job Application" form (on the following pages)
- job application forms from local businesses
- pen or pencil

ACTIVITY

1. Hand out the "Job Application" form from the following page.
2. Discuss the kinds of information requested on the form in each section and have students fill it in step-by-step.
3. Have students fill out job application forms from local businesses. (These should be from different types of businesses so that students can see a variety of forms.)
4. Compare similarities and differences in job application forms.
    a. Does the arrangement of items vary?
    b. What information is consistently requested?
    c. What information is requested on some but not on others?
    d. Is there some information requested that is considered illegal to ask or require?
5. Brainstorm useful advice for filling out applications (e.g., read over entire form before starting, keep information you'll need on a personal data sheet, write information in each space even if it's "NA" for not applicable, etc.).

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

7.3: Demonstrate skills to complete a job application.

EVALUATION

Students have successfully filled out the job application form.

RESOURCES

Block, Deborah Perlmutter. *How to Get and Get Ahead on Your First Job.* (Book)

Janus Hi-Lo Illustrated Worktexts. *My Job Application File.* (Workbook)

Job Readiness Series. *Filling Out Job Applications.* (Disks)

JOB APPLICATION FORM

1. Place you wish to be employed ____________________

2. Position you are applying for ____________________

3. Name ____________ ____________ ____________
(last) (first) (middle)

4. Home phone ____________________

5. Business phone ____________________

6. Current address ____________________

7. Birthplace (city and state or foreign country) ____________________

8. Birth date (month) __________ (day) __________ (year) 19 __________

9. Social Security Number ________ - ______ - ________

10. Present position ____________________

11. When will you be available? ____________________

12. Will you accept less than full-time employment? Yes ____ No ____

13. Are you willing to travel? Yes ____ No ____

14. Lowest pay you will accept $ __________ per __________

15. Have you served on active duty in the military? Yes ____ No ____

16. Have you been discharged from the armed services under other than honorable conditions?
Yes ____ No ____ (if "Yes," explain) ____________________
____

17. Special qualifications and skills ____________________
____

18. Kind(s) of license or certificate (date) ____________________
____

19. Did you graduate from high school? ____________________

20. Name and location of high school attended ____________________

21. Number of years of college attended ____________________

22. Did you graduate from college? Yes ____ No ____

Date of graduation ____________________

Type of degree ____________________

Major field of study ____________________

23. Other schools or training ____________________

24. Honors, awards and fellowships received ____________________

25. References:

FULL NAME	ADDRESS	BUSINESS OR OCCUPATION

26. Experience

a. Date of employment ____________________

b. Title of position ____________________

c. Salary $____________________

d. Place of employment ____________________

e. Kind of business or organization ____________________

f. Name and address of supervisor ____________________

g. Phone number of employer ____________________

h. Reason for wanting to leave ____________________

i. Description of duties, responsibilities and accomplishments

____

____

____

WHAT IS A RESUME?

OBJECTIVE
Students will identify areas of content in a resume.

MATERIALS
- chalkboard
- chalk
- paper
- pen/pencil or typewriter

ACTIVITY
1. Ask students to name areas they think would be important to include on a resume. Write student responses on the chalkboard. Guide them to be sure to include the following:
   a. Personal information - name, address, phone, etc.
   b. Education
   c. Experience
   d. Other activities - volunteer work, organization memberships, etc.
   e. Skills
2. Discuss each area regarding the kinds of information that would be included.
3. Discuss form and style for composing the resume.
4. Discuss what items students could include in their present situation.

COMMENTS
Have students prepare a sample resume using their experiences.

PERFORMANCE INDICATORS
The middle/junior high school student will be able to:
12.1: Demonstrate knowledge of exploratory processes and programs.

EVALUATION
Students are able to identify the important areas covered in a resume.

RESOURCES
Block, Deborah Perlmutter. *How to Get and Get Ahead on Your First Job.* (Book)

Job Readiness Series. *Resumes Made Easy.* (Disks)

McLaughlin, John and Stephen K. Merman. *Writing a Job-Winning Resume.* (Book)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	●
Work and Learning	
Career Information	
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

WHO CAN HELP ME?

APP H21

Grade					
7	8	[✓ 9]	10	11	12

Curriculum Area	
Lang. Arts	
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	●
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will identify community resources that may be helpful for making career choices.

MATERIALS

- chalkboard
- chalk

ACTIVITY

1. Have students brainstorm a list of all possible resources in the community from which they might get information about a career (use the broadest possible definition of career — a part-time job, an occupation, etc.).
2. Using each of the resources that students have identified, discuss what kinds of information they could expect to obtain.
3. Discuss how to go about obtaining information from these resources.
4. Assign students to use one of the resources and report back to the class the process they used to obtain information.

COMMENTS

Be sure the compiled list includes businesses; organizations, such as the Chamber of Commerce and Rotary Club; government agencies, such as Social Services and the Post Office; churches; friends; neighbors; acquaintances; and the school.

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

6.3: Demonstrate skills in using school and community resources to learn about occupational groups.

6.4: Identify sources to obtain information about occupational groups including self-employment.

EVALUATION

Students can now identify more sources for obtaining a wide variety of information about careers.

RESOURCES

WORK ATTITUDES AND SKILLS

OBJECTIVE

Students will identify and model qualities employers commonly seek in job applicants.

MATERIALS

No materials are needed for this activity.

ACTIVITY

1. Discuss behaviors and traits which an employer most often seeks in an employee.
2. Have students list those traits and behaviors they demonstrate at home, at school, etc.
3. Have students maintain a self-critiqing log of their use of desirable work attitudes and skills.

COMMENTS

Students might interview parents, employers and employees to inquire what it takes to get hired.

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

7.1: Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.

EVALUATION

Students have demonstrated a knowledge of desirable worker attitudes and traits and established a method of evaluating their own performance and skills.

RESOURCES

Brewner, Margaret M., et al. *Life Skills Attitudes in Everyday Living.* (Worktext)

Job Survival Series. *Job Attitudes.* (Disks)

Prep Jr. (VSC)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	●

Exploration	
Achievement	●
Work and Learning	●
Career Information	●
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

COMMUNITY SERVICES

OBJECTIVE
Students will identify services in the community.

MATERIALS
- local telephone directories
- city maps
- Chamber of Commerce materials
- paper
- pencil or pen

ACTIVITY
1. Have students write down as many community services that they can think of (e.g., hospital, police station, swimming pool, schools).
2. Have students check off the ones they have used.
3. Have students list, on their paper, services not available that they would like to have in their community and why they would like them.
4. Form small groups for discussion of services. Have each group select one service (e.g., hospital, police, etc.) and list the different kinds of services rendered and jobs within the organization.
5. Have students discuss community services at which they might like to work.

COMMENTS

PERFORMANCE INDICATORS
The middle/junior high school student will be able to:

6.6: Identify sources of employment in the community.

EVALUATION
Students identified a list of community service agencies and institutions and discussed occupations within those agencies and institutions.

RESOURCES
Gahris, Cindi. *Career Education: Good Apple.* (Activity Book)

Occupations Digest. (VSC)

Ourth, John and Kathi T. Tamarri. *Career Caravan.* (Activity Book)

A World of Choice: Careers and You. (Activity Book)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	●
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	●
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	●
Job-Seeking Skills	
Needs of Society	●

Career Planning	
Decision Making	
Life Roles	●
Occupational Roles	
Career Planning	

DIET, EXERCISE AND WELLNESS

APP H24

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	
Math	
Health/Science	●
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	●

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

OBJECTIVE

Students will identify ways in which diet and exercise relate to physical, emotional and intellectual growth and wellness.

MATERIALS

- paper
- pencil or pen

ACTIVITY

1. Have students discuss how good diet and exercise habits relate to physical, emotional and intellectual growth and wellness.
2. Ask students to keep a log of the foods they eat and the amount and kind of exercise they do for a designated period.
3. Have students evaluate their present program and plan programs to improve their diet and exercise.
4. Have students list decisions which they make concerning health-related practices.
5. Have students keep a chart showing their progress in developing better diet and exercise patterns.

COMMENTS

Review each student's program with an experienced professional.

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

3.4: Describe changes that occur in the physical, psychological, social and emotional development of an individual.

EVALUATION

Students have developed a diet and exercise program to improve their growth and wellness.

RESOURCES

Simon, Nissa. *Don't Worry, You're Normal: A Teenager's Guide to Self-Health.* (Book)

HELPING HANDS

APP H25

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	●
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	●

Exploration	
Achievement	
Work and Learning	●
Career Information	
Job-Seeking Skills	●
Needs of Society	●

Career Planning	
Decision Making	
Life Roles	●
Occupational Roles	
Career Planning	

OBJECTIVE

Students will discuss the benefits of volunteering.

MATERIALS

- chalkboard
- chalk

ACTIVITY

1. Have students brainstorm ways in which they have volunteered and write them on the chalkboard.
2. Have students come up with new ideas for volunteering.
3. Have students discuss the benefits of volunteer work (getting to know people of a different age, feeling good about helping someone without getting paid). Activities could include: cleaning a park, visiting people in a rest home, etc.
4. Have students brainstorm volunteer work they could do as a group or by themselves at school, at home or in the community.

COMMENTS

Students could plan a volunteer project for the community.

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

2.5: Demonstrate effective group membership skills.

2.6: Demonstrate effective social skills.

EVALUATION

Students produced a list of things they have done as volunteer activities, a list of how they felt after doing the activities and an expanded list of more things they could do as a volunteer.

RESOURCES

Charlie Brown's Career Education Program. *Leisure Time is Important. We Need Teamwork. We All Need Self-Fulfillment. It's Fun Working With You. There's A Lot You Can Do. You Need To Work* and *We All Have Dignity.* (Filmstrip Series)

Why We Work. (Filmstrip)

DISCOVERING YOUR POTENTIAL

1. What is potential? Describe it and give examples.

2. Does every person everywhere possess potential for making positive and negative contributions to society? Explain your answers.

3. What are some of the positive ways people could use their potential to enrich life in their communities?

4. What are some of the ways people could use their potential to negatively influence life in their communities?

5. What are some of the positive ways students could use their potential to improve school life?

6. What are some of the ways students could use their potential to negatively influence school life?

7. Do all students have the potential for being a source of encouragement for their classmates?

8. Do all students have the potential to discourage their classmates? Give examples.

WHAT ARE THEY WORTH?

APP H26

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	●

Exploration	
Achievement	●
Work and Learning	●
Career Information	
Job-Seeking Skills	
Needs of Society	●

Career Planning	
Decision Making	●
Life Roles	
Occupational Roles	
Career Planning	●

OBJECTIVE

Students will describe positive contributions people make to society.

MATERIALS

- "Discovering Your Potential" activity sheet (on the following page)

ACTIVITY

1. Have students complete the "Discovering Your Potential" activity sheet.
2. After students have completed the activity sheet, discuss their answers emphasizing the potential worth of every person to make positive contributions to society.
3. Ask students to make a list of ways they could better use their potential in the following areas:
   a. courtesy toward each other
   b. study habits and class participation
   c. respect for school conduct rules
   d. respect for school property
   e. relationships with school staff
4. Have each student select one way in which they will attempt to use their potential in a positive way for the next two weeks. Have students encourage one another during this time.
5. After two weeks, discuss with students their progress and accomplishments.

COMMENTS

This activity could be done throughout the year and a journal could be kept of progress.

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

1.2: Describe individual skills required to fulfill different life roles.

2.2: Demonstrate an appreciation for the similarities and differences among people.

2.5: Demonstrate effective group membership skills.

EVALUATION

Students will have listed ways of using their potential.

RESOURCES

Attitudes and Values Reproducible Activities. (Activity Book)

Millyard, Anne W. and Rick Wilks. *Getting Along.* (Book)

Walker, Hill, et al. *The Access Program.* (Curriculum Program)

PROBLEM-SOLVING STEPS

1. Feel difficulty.
2. Recognize the problem.
3. Identify and define the problem.
4. Select alternatives for solving the problem.
5. Predict consequences for each alternative.
6. Develop a plan for solving the problem.
7. Take action toward solving the problem.
8. Follow through on activities needed to solve the problem.
9. Evaluate progress toward solving the problem.
10. Identify consequences of alternative activities.
11. Select best alternative activities to facilitate the solving of the problem.
12. Evaluate and reevaluate throughout the process until the problem is solved.
13. Once the problem is solved, accept the responsibility and the consequences.
14. Evaluate the entire process.
    - a. What was a good choice?
    - b. What was not the best choice?
    - c. What would you do differently next time?
    - d. What choices did you make out of mere habit?
    - e. What choices were well thought out?

BUILDING BRIDGES, NOT WALLS

APP H27

Grade					
7	**8**	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	●
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	●

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	
Occupational Roles	
Career Planning	●

OBJECTIVE

Students will practice constructive ways of handling conflict in friendships.

MATERIALS

- "Problem-Solving Steps" activity sheet (on the following page)
- pencil or pen

ACTIVITY

1. Discuss conflicts in friendships.
2. Give each student a copy of the "Problem-Solving Steps" activity sheet.
3. Divide the class into small groups.
4. Give each group a problem situation and have them work it out, using the problem-solving steps.
5. Discuss the results.

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

2.5: Demonstrate effective group membership skills.

3.3: Demonstrate ways of responding to others when under stress.

EVALUATION

Students have participated in an activity which utilized the steps in problem solving as listed on the activity sheet.

RESOURCES

Friends: How They Help...How They Hurt. (Filmstrip)

Gazda, George, et al. *Real Talk: Exercises in Friendship and Helping Skills.* (Activity Book)

Read On! Write On! Series. (Worktext)

Tuning In To Others: Person-to-Person Interaction Kits. (Game)

RELAXATION TECHNIQUES

APP H29

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	
Math	
Health/Science	●
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	●

Exploration	
Achievement	
Work and Learning	●
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

OBJECTIVE

Students will demonstrate relaxation techniques used for relieving stress and identify appropriate times for their use.

MATERIALS

- "Learning to Relax" (on the following page)

ACTIVITY

1. Ask students to identify some situations in which they have felt very tense (e.g., just before a big test, giving a speech, singing or playing a solo, asking for a date, etc.).
2. Have students explain what they did to try to relieve the tension and how well it worked for them.
3. Lead students through the relaxation activities on the following page.
4. After practicing the relaxation activities, discuss how, when and where these may be used along with those activities that students cited as working well for them.

COMMENTS

Students need to understand that some tension is natural, desirable and motivates individuals, but too much is inhibiting and may result in impulsive behavior which in turn results in undesirable consequences.

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

3.3: Demonstrate ways of responding to others when under stress.

EVALUATION

Students have been introduced to three new relaxation activities through the handout, demonstrations and practice.

RESOURCES

Chamberlain, Valerie M. and Eddye Eubanks. *Personal Skills: For Home, School and Work.* (Book)

Cohen, Susan and Daniel Cohen. *Teenage Stress.* (Book)

Teenage Blues: Coping With Depression. (Filmstrip)

Neidhardt, Joseph and Irene Suyin Lee. *Stress Management Workbook for Senior High School Students.* (Workbook)

STUDY HABITS CHECKLIST

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	●
Health/Science	●
Social Studies	●
Family/Cons. Sci.	●
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	●

Exploration	
Achievement	●
Work and Learning	●
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will evaluate study habits.

MATERIALS

- "Study Habits Checklist" (on the following page)
- pencils

ACTIVITY

1. Have students complete the "Study Habits Checklist."
2. Explain that the purpose of the checklist is to help identify strong areas and areas where students may need to improve their study habits.
3. Ask students to share their strengths and how they use them to complete their assignments and to learn new material.
4. Have each student identify a study skill that they want to improve.
5. Ask the class to identify and discuss ways in which these study skills may be improved.
6. Have each student develop a plan for improving their selected study skill. (May implement a contract with the student.)

COMMENTS

By using the checklist early in the school year, teachers may be able to spot problems which may otherwise not be detected until later in the year. Some problems simply require an adjustment (e.g., radio or TV bothers me while I am studying). Other problems, however, may need to be referred to a specialist or another teacher (after discussing the situation with the student and receiving permission).

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

4.4: Describe a plan of action for increasing basic educational skills.

EVALUATION

From the "Study Habits Checklist," students discussed their study habit strengths and identified those they want to improve.

RESOURCES

Self-Exploration Series. *Study Skills.* (Disk)

Strategies for Study. (Workbook)

Study Skills. (Workbook)

Weigand, George. *How To Succeed In High School: A Practical Guide to Better Grades.* (Book)

STUDY HABITS CHECKLIST

	NEVER	SOME-TIMES	OFTEN/ ALWAYS
1. I seem to be unable to take notes when the teacher gives a formal lecture.			
2. I can't take notes while reading an assigned book.			
3. I have difficulties with pronouncing words.			
4. I can read, but I don't understand what I am reading.			
5. My major trouble seems to be that I can't get interested in the material I have to study.			
6. I understand what I read, but it seems that I can't retain the material until the next day.			
7. I can't ever get organized, or plan my assignments ahead of time.			
8. Whenever I sit down to study, thoughts come to my mind that seem to distract me from the material I am supposed to study.			
9. I can't stand in front of a group of people and speak or recite a poem.			
10. When I read, I seem to recognize single letters and words instead of whole phrases.			
11. Whenever I start a test, I never seem to get over the first or second question. Usually I know the answers, but it feels as if I am "stuck."			
12. My reading is handicapped by not knowing difficult words. This slows down my reading.			
13. I believe I know the meaning of most of the words I read, but defining them is quite another thing. I seem to grope for the right words but can't express them.			
14. Whenever I read aloud fast, I seem to reverse words like "saw" for "was." I don't seem to notice, but others have told me.			
15. I seldom seem to recall what I have read. I do remember small, minute details, but I miss out on the meaning of the whole passage or story.			
16. The moment I see a book, I feel tired and worn out. This never happens to me in the yard or outdoors, just in connection with reading material.			
17. Soon after I start to read, my vision becomes blurred.			
18. Radio or TV bothers me while I am studying.			
19. I look up new words in a dictionary only if I run across one in my assignments.			
20. If I want to be alone and study, a separate or private room is available at home for such purpose.			

CELEBRATING THE ONE AND ONLY YOU

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will identify special qualities, abilities and interests of individual members of the class.

MATERIALS

- notebook paper
- markers
- pens
- pencils
- tape

ACTIVITY

1. Describe for the students what validation means.
2. Give students sheets of paper and have them put their name at the top.
3. Collect the sheets and redistribute to the class, making sure no student has her own his own sheet.
4. Have students write one thing they appreciate about the person whose sheet they have. Validations may be anonymous.
5. Continue the process until everyone has written a validation on every other person's sheet. Then students silently read their own list.
6. Discuss with the class how this makes them feel.
    a. Did they realize they have qualities, abilities and interests that are appreciated by others?
    b. Do they appreciate the qualities, abilities and interests that others have cited?

COMMENTS

Emphasize that everyone has good qualities, abilities and interests and they should be proud of them.

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

2.1: Demonstrate respect for the feelings and beliefs of others.

EVALUATION

Students have demonstrated an understanding the concept of validation.

RESOURCES

Hoper, Claus, et al. *Awareness Games.* (Activity Book)

Quality of Work Life: Person-to-Person Interaction Kits. (Kit)

Ratliffe, Sharon and Deldee Herman. *Self-Awareness: Communicating With Yourself and Others.* (Book)

FEEDBACK

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	●

Exploration	
Achievement	
Work and Learning	
Career Information	
Job Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will explain how feedback about characteristics influences self-concept.

MATERIALS

- "Feedback" handouts (on the following pages)

ACTIVITY

1. Distribute "Feedback" handouts and discuss.
2. Have students form triads of their own choice. They should be encouraged to form triads with individuals they do not know well. Students in each group name themselves A, B or C.
3. Phase One:
   a. In three minutes, student A tells students B and C as much about herself or himself as she or he feels comfortable revealing.
   b. Student B repeats this procedure.
   c. Student C repeats this procedure.
4. Phase Two:
   a. Together, students B and C take two minutes to tell student A what they heard her or him say, what they infer from what she or he has said or left unsaid and how they feel toward her or him.
   b. Student A and C repeat this process for student B.
   c. Student A and B repeat this process for student C.
5. Bring students back together in one large group and discuss how all of the students felt about the feedback they received, the type of feedback they received, and what influence this feedback might or might not have had on them.

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

2.4: Demonstrate skills in responding to criticism.

EVALUATION

Students have experienced types of feedback and the influence it has on self-concept.

RESOURCES

Hooker, Dennis and Almut Hooker. *Me and Others.* (Book)

FEEDBACK

Definition

The term feedback originated in the field of automation (e.g., a thermostat gives feedback to a furnace on how well the furnace is heating). The term applies equally well to what goes on in groups.

As responsible group members, people tend to behave in ways that would help the group accomplish its task. During group sessions, some members want to give their reactions to other members' behaviors. By giving their reactions, they are communicating feedback.

Categories

Feedback may occur in a number of ways:
- *conscious* (turn away) or *unconscious* (fidgeting)
- *spontaneous* ("Thanks a lot") or *solicited* ("Yes, it did help")
- *verbal* ("No") or *nonverbal* ("nodding assent")

Effects

Feedback can have the following helpful effects:
- *Reinforces:* Feedback may confirm behavior by encouraging its repetition. ("You really helped them when you clarified your position.")
- *Corrects:* Feedback may help bring behavior in line with intention. ("It would have helped me more if you had stood up to talk.")
- *Identifies:* Feedback may help identify people and relationships. ("Joe, I thought we were enemies, but we're not, are we?")

Criteria

Helpful feedback is:
- *Descriptive*
  It is descriptive rather than evaluative. By describing the reaction, the individual is free to use the feedback as he or she sees fit. By avoiding evaluative language, the need for the individual to react defensively is reduced. For example: "Henry, I want to be sure to hear you. Could you speak more loudly?" This creates a different feeling than the statement, "Henry, you talk too softly." The latter sounds condemning and puts all the responsibility on Henry. The former has Henry and the listener share the situation, and is complimentary rather than accusatory.

- *Specific*
  It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue, I felt forced to accept your arguments or face attack from you."

- *Appropriate*
  It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only the giver's needs and fails to consider the needs of the receiver.

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- *Usable*
  It is directed toward behavior about which the receiver can do something. Frustration is increased when a person is reminded of a shortcoming over which he or she has no control.

- *Requested*
  It is requested, rather than imposed. Feedback is most welcome when the receiver has requested it from those participating.

- *Timely*
  It is well-timed. In general, feedback is most useful when given as soon as possible after the behavior occurs (depending, of course, on how receptive the person is, opinions of others, etc.).

- *Clear*
  It is checked to ensure clear communication. One way of doing this is to have the person receiving the feedback rephrase it to see if it corresponds with what the giver had in mind.

- *Accurate*
  When feedback is given in a group, both giver and receiver have the opportunity, along with others, to check the accuracy of the feedback. Is this one person's impression or do others share it? It is very important to remember that not all group members interpret information the same way. They see what they are prepared to see. They are influenced by those ideas, experiences and feelings which each brings to the encounter.

- *Trusted*
  A trusted, nonthreatening source helps to make feedback more palatable.

Leveling, Confrontation, Encounter

A group can usually move to a more mature, deeper level of feedback. This "maturity" enables a group to get their assigned task done more rapidly and with more commitment to the decisions made. This level of feedback usually occurs by one or more of the following processes:

- *Leveling*
  Letting another person or persons know how you feel about yourself. "I'm tired." "I'm confused." "I'm very insecure in this position." "Golly, I'm happy to hear that."

- *Confrontation*
  Letting another person or persons know how you feel about them.
  Pete: "I'm trying to be helpful by explaining it."
  Joe: (confronting) "But you really cut me off and that makes me angry."

- *Encounter*
  A relationship of dialogue between persons who are leveling or confronting, or doing both.
  Pete: "I'm afraid when people don't listen to me, Joe."
  Joe: "I really feel inferior when I get cut off, Pete."

Leveling is always a type of confrontation, but confrontation may or may not be leveling. A person might say: "This whole group is being dishonest!" This answer does not let the group know whether that person feels that he or she is also dishonest.

Confrontation is generally not helpful when it is condemning. When confronting, it is more helpful to include the possibility that the behavior might have been misinterpreted. Example: "I may be wrong, but your comment didn't help the group, at least not me."

Feedback is not helpful if it is so superficial and general as to be all but meaningless ("That was a good session you led") or so threatening that the meaning cannot be accepted or understood ("You should never lead a training session").

Some Further Examples of Constructive Feedback Comments

NOT "You were insecure." (personal attack)	**BUT** "It seemed to me you often did not speak when the group was tense or upset."
NOT "You were trying to take over the group." (personal attack)	**BUT** "I don't know how you saw it, but the impression that came across to me was that you were trying to control me. How did you feel about it?"
NOT "You are a pleasant, well-adjusted person." (generalization)	**BUT** "Whenever you spoke, I felt warm and accepted. You never did anything that threatened me."
NOT "The group thinks you are intellectually very capable." (assuming group's opinion)	**BUT** "You struck me as making a real contribution to our thinking, especially during our analysis of decision-making. Do other group members share this feeling?"

NONVERBAL COMMUNICATION

APP H33

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

OBJECTIVE

Students will examine nonverbal ways of expressing and communicating emotions.

MATERIALS

- index cards with the names of emotions written on them
- chalkboard
- chalk

ACTIVITY

1. Have students define nonverbal communication.
2. List on the chalkboard ways people communicate nonverbally.
3. Divide the class into groups of four or five and have each group member select a card naming an emotion.
4. Each group's task is to develop a brief skit demonstrating nonverbally the emotions named on the group members' cards.
5. As each group performs its skit, the class tries to guess what emotions the group is attempting to portray.
6. Discuss how easy or difficult it was to correctly interpret the emotion relying solely on nonverbal clues.

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

2.5: Demonstrate effective group membership skills.

2.6: Demonstrate effective social skills.

EVALUATION

Students have a greater recognition of the messages our nonverbal expressions communicate to others.

RESOURCES

Get The Message: Communication Basics. (Filmstrip)

Hoper, Claus, et al. *Awareness Games: Personal Growth Through Group Interaction.* (Activity Book)

Schrank, Jeffrey. *Effective Communication.* (Cassettes)

Tuning In To Others. (Communication Kit)

APP H34

PERSONAL TRAITS AND CHARACTERISTICS

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	●

Exploration	
Achievement	●
Work and Learning	●
Career Information	●
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	
Occupational Roles	
Career Planning	●

OBJECTIVE

Students will assess personal traits and characteristics.

MATERIALS

- "Self-Concept Inventory" (on the following page)

ACTIVITY

1. Have students complete the "Self-Concept Inventory."
2. Discuss personal traits.
   a. What characteristics make you like others?
   b. What characteristics make you different from others?
3. Have students select three of their own personal traits and describe their relevance to various occupational demands, comparing their own personal traits with those of workers in these occupations.

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

2.2: Demonstrate an appreciation for the similarities and differences among people.

EVALUATION

Students have assessed their personal characteristics and determined how these relate to various occupational demands.

RESOURCES

Males, Carolyn and Roberta Feigen. *Life After High School: A Career Planning Guide.* (Book)

Ratliffe, Sharon and Deldee M. Herman. *Self-Awareness: Communicating With Yourself and Others.* (Book)

Scan. (VSC)

Self-Assessment: A Tool for Career Decision. (Filmstrip)

Self-Concept: How I Know Who I Am. (Filmstrip)

Who Am I? Looking At Self-Concept. (Filmstrip)

APP H35

SKILLS FOR EFFECTIVE LISTENING

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	●
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	

Exploration	
Achievement	
Work and Learning	●
Career Information	
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will identify characteristics of effective listening.

MATERIALS

- chalkboard
- chalk

ACTIVITY

1. Discuss brainstorming procedures.
2. Lead students in the gathering of ideas associated with good listening.
3. Write student ideas on the chalkboard.
4. Identify the five most valued characteristics from the list.
5. Role play situations using these characteristics.
6. Discuss feelings associated with being a good listener.

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

1.3: Describe how one's behavior influences the feelings and actions of others.
2.1: Demonstrate respect for the feelings and beliefs of others.
2.6: Demonstrate effective social skills.

EVALUATION

After identifying good listening skills, students have practiced these skills in a role-playing situation and shared feelings associated with being good listeners.

RESOURCES

Person-to-Person: Learning To Communicate. Learning to Listen. (Filmstrip)

Shrank, Jeffrey. *Effective Communication.* (Cassette)

Tuning in To Others: Person-to-Person Interaction Kits. (Kit)

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APP H36

DO ACTIONS SPEAK LOUDER THAN WORDS?

OBJECTIVE

Students will define and list nonverbal ways to communicate, send messages and/or respond.

MATERIALS

- "Nonverbal Communication" activity sheet (on the following page)
- chalkboard
- chalk
- pencil or pen

ACTIVITY

1. Discuss a method of communicating your thoughts and feelings to another person without saying anything. For example, a person might smile which could communicate that he or she is happy just as easily as saying "I'm happy."
2. Hand out the "Nonverbal Communication" activity sheet to students. Have students define what is being communicated by each of the nonverbal communicators. Mark each response on the chalkboard.
3. Discuss similarities and differences in the students' responses.
4. Discuss how we sometimes:
   a. Misinterpret nonverbal cues.
   b. Send ambiguous messages (smile as we say, "No, I'm not angry," when we are actually angry or hurt).
5. Discuss the meaning of "congruence" — when our outward behavior matches our inward feelings.

COMMENTS

A collection of pictures from magazines might be used to practice interpreting nonverbal cues to feelings. Students may play a game of charades demonstrating nonverbal communication.

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:
2.6: Demonstrate effective social skills.

EVALUATION

Students have observed different interpretations of nonverbal messages.

RESOURCES

Person to Person: Learning To Communicate. (Filmstrip)

Schrank, Jeffrey. *Effective Communication.* (Cassettes with Spirit Masters)

Tuning In To Others. (Communication Kit)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	●

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

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APP H36

NONVERBAL COMMUNICATION

Nonverbal Communicators	What they meant to you
1. Smile	
2. Pull	
3. Push	
4. Stretch	
5. Frown	
6. Hold another person	
7. Wave	
8. Look into another person's eyes	
9. Touch another person	
10. Stand close to another person	
11. Avoid eye contact	
12. Wink	
13. Sit with arms crossed in front of you	
14. Shake hands	
15. Yawn	
16. Stick tongue out at another person	
17. Scratch yourself	
18. Show of tears on face	
19. Nod head up and down	
20. Shake head side to side	

Developmental Guidance Classroom Activities

for use with the

National Career Development Guidelines

Grades 10-12

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APTITUDE TESTS

APP H37

Grade					
7	8	9	**10**	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

Exploration	
Achievement	●
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will complete an aptitude test and discuss the results.

MATERIALS

- aptitude test (of your choice)
- interpretation manual for the selected test
- pencil or pen

ACTIVITY

1. Have students complete an aptitude test that you have selected.
2. In succeeding class periods, discuss the results of the aptitude test with the students.
3. Allow students the opportunity to ask questions and/or discuss the results of their tests.
4. After thorough discussion, have students rank their aptitudes as determined by the test. (You may also have students rank the results of the test in the way they would prefer them to be and discuss the kinds of activities or studies that might help change their scores.)

COMMENTS

This activity will take at least two class periods.

This activity should be repeated in grade 12.

PERFORMANCE INDICATORS

The high school student will be able to:

1.1: Identify and appreciate personal interests, abilities and skills.
4.2: Describe the relationship of academic and vocational skills to personal interests.

EVALUATION

Students will have ranked their strengths as identified by their aptitude test and have discussed some ways they could improve their scores (if needed).

RESOURCES

Gale, Barry and Linda Gale. *Discovering What You're Best At: The National Career Aptitude System and Career Directory.* (Assessment Instrument)

Klein, Ken and Celia Unterman. *Career Aptitude Tests.* (Assessment Instrument)

Scan. (VSC)

Schwartz, Lester and Irv Brechner. *The Career Finder.* (Assessment Instrument)

APTITUDE TESTS II

APP H38

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

Exploration	
Achievement	●
Work and Learning	
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will identify occupations that match aptitudes.

MATERIALS

- results from an aptitude test

ACTIVITY

1. From the previous activity in which students ranked their aptitudes from an aptitude test, have students develop a list of occupations that would support their highest-rated aptitudes.
2. Ask students to identify two or three occupations to examine in more detail regarding the question, "How well does this occupation fit with my aptitudes?"
3. Discuss findings.

COMMENTS

Step 2 (above) may be given as a homework assignment with students returning to class to share and discuss their findings.

This activity should be repeated in grade 12.

PERFORMANCE INDICATORS

The high school student will be able to:

1.3: Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals.

EVALUATION

Students will have identified some occupations that match their highest rated aptitudes. From this list, they will have selected two or three to examine in more detail.

RESOURCES

Careers and Values: Understanding the Choices. (Filmstrip)

Gale, Barry and Linda Gale. *Discovering What You're Best At: The National Career Aptitude System and Career Directory.* (Assessment Instrument)

Klein, Ken and Celia Unterman. *Career Aptitude Tests.* (Assessment Instrument)

Schwartz, Lester and Irv Brechner. *The Career Finder.* (Assessment Instrument)

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INTEREST TESTS

OBJECTIVE

Students will complete an interest inventory and discuss the results.

MATERIALS

- interest inventory of your choice (Holland's, Self-Directed Search, CAPS, COPS, Career QUEST, etc.)
- interpretation manual for the selected test
- pencil or pen

ACTIVITY

1. Have students complete an interest inventory that you have selected.
2. In succeeding class periods, discuss the results of the interest inventory with the students.
3. Allow students the opportunity to ask questions about their results and to express disagreement-with any portion of their test results.
4. After thorough discussion, have students prioritize their list of interests as they feel they should be, using the terminology in the test.
5. Have students discuss results with their parents.

COMMENTS

It would be advisable to repeat this activity in grade 12.

PERFORMANCE INDICATORS

The high school student will be able to:

1.1: Identify and appreciate personal interests, abilities and skills.

EVALUATION

Students will have a profile of the results of the interest inventory they have taken. They will have had the opportunity to discuss their results and have prioritized their interests from most important to least important.

RESOURCES

Barrett, James and Geoffrey Williams. *Test Your Own Job Aptitude: Exploring Your Career Potential.* (Assessment Instrument)

Careers and Values: Understanding the Choices. (Filmstrip)

Klein, Ken and Celia Unterman. *Career Aptitude Tests.* (Assessment Instrument)

The New Independent Living Series. (Filmstrip)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

APP H40

ASSESSING PERSONALITY

OBJECTIVE

Students will complete a personality inventory and discuss the results.

MATERIALS

- personality inventory of your choice (Myers-Briggs is a commonly used one)
- interpretation manual for the personality inventory
- pencil or pen

ACTIVITY

1. Have students complete a personality inventory.
2. In succeeding class periods, discuss the results of this personality inventory with the students.
3. Allow students the opportunity to ask questions about their results and to express disagreement with any portion of their inventory results.
4. After thorough discussion, have students identify their dominant personality types as determined by the test. (Emphasize that all personailty types have positive characteristics and that there is no such thing as a bad personality type.)

COMMENTS

This activity should be repeated in 12th grade.

PERFORMANCE INDICATORS

The high school student will be able to:

1.1: Identify and appreciate personal interests, abilities and skills.

EVALUATION

Students will have a completed personality inventory and be able to relate characteristics identified from the inventory to characteristics they possess and/or ways they react to situations.

RESOURCES

Keirsey, David and Marilyn Bates. *Please Understand Me.* (Assessment Instrument)

Kroeger, Otto and Janet M. Thuesen. *Type Talk.* (Book)

Mamchur, Carolyn. *Insights: Understanding Yourself and Others.* (Book)

Myers, Isabel Briggs and Mary H. McCaully. *Manual: A Guide to the Development and the Use of the Myers-Briggs Type Indicator.* (Assessment Instrument)

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Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	●

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

GETTING INFORMATION ABOUT CAREERS

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Career Exploration	
Achievement	
Work and Learning	●
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will obtain information about careers.

MATERIALS

- paper
- pencil or pen
- chalk
- chalkboard

ACTIVITY

1. Have students name as many occupations as they can. Record them on the chalkboard.
2. Have students identify some occupations they would like to know more about.
3. Have students develop an interview questionnaire to obtain information about the identified occupations.
4. Have students distribute questionnaires or conduct interviews of people in occupations in which they are interested.
5. Report the findings from the interview back to class.

COMMENTS

Students could make a collage/bulletin board of occupations to display in the classroom.

PERFORMANCE INDICATORS

The high school student will be able to:

6.8: Identify individuals in selected occupations as possible information resources, role models, or mentors.

EVALUATION

Students will have listed several occupations, selected those they are most interested in and gathered the information that they want about those occupations.

RESOURCES

Career Choice Series: How to Match Your Fields of Study to Jobs Opportunities. (Book Series)

Career Education Posters. (Posters)

Dictionary of Occupational Titles. (Book)

Occupational Outlook Handbook. (Book)

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FILLING OUT APPLICATION FORMS

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

[illegible]	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	●
Needs of Society	

[illegible]	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

OBJECTIVE

Students will examine various forms and applications required for employment.

MATERIALS

- sample employment applications
- W-2 forms
- pencil or pen

ACTIVITY

1. Have students discuss important records and why they are necessary (e.g., birth certificates, licenses, social security cards, income tax forms, etc.).
2. Have students practice identifying and filling in records or forms.
3. Have students discuss filling out application forms. (Some areas they should cover are neatness, honesty, adding hobbies or jobs that show responsibility, etc.)

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

7.4: Demonstrate skills in preparing a resume and completing job applications.

EVALUATION

Students will have discussed the importance of records (birth certificates, Social Security cards, etc.) and will have completed an application form. They will have observed how application forms differ in appearance, but essentially contain the same information.

RESOURCES

Applying for Work. (VSC)

Dahlstrom, Harry. *Job Hunting Handbook.* (Worktext)

Job Readiness Series. *Filling Out Job Applications.* (Disks)

Kimbrell. *Succeeding in the World of Work.* (Book)

Resumes/Job Applications: A Practical Guide. (Filmstrip)

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CURRENT STATUS OF WORK

OBJECTIVE

Students will identify current status of women and work and men and work as seen by the news media.

MATERIALS

- local/regional/national newspapers and magazines

ACTIVITY

1. Have students collect newspaper/magazine articles they find about women and work and men and work for a designated period of time (e.g., one week, two weeks, etc.).
2. At the end of the time period, have students compare their articles.
3. Discuss articles:
    a. What were the basic issues raised?
    b. What specific "messages" are implied?
    c. What is the significance of the article in terms of real or token gains?
    d. What is the significance of the location of the articles in the paper?

COMMENTS

This activity could be extended with new articles placed on a bulletin board and changed regularly. A file can also be kept of old articles for class reference. Television programs could also be used.

This activity should be repeated in grade 12.

PERFORMANCE INDICATORS

The high school student will be able to:

2.1: Demonstrate effective interpersonal skills.

EVALUATION

Students will have identified how male/female role stereotypes are perpetuated through the media.

RESOURCES

Pro's and Con's: Sex Role Options. (Game)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	●
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	●
Career Planning	

INTERPRETING CAREER INFORMATION

OBJECTIVE

Students will construct a graph representing the number of various business/industry establishments in their community.

MATERIALS

- pencil or pen
- paper
- graph materials
- Yellow Pages directories

ACTIVITY

1. Divide the class into eight groups. Provide each group with a Yellow Pages directory.
2. Assign each group count the number of businesses represented by one of the following categories:
    a. Construction
    b. Health Care
    c. Food Service
    d. Transportation
    e. Manufacturing
    f. Law
    g. Communication
    h. Agriculture/Agribusiness
3. Using the results, make a large graph showing the number of businesses in each category.
    a. Which category has the most businesses?
    b. Which category has the least businesses?

COMMENTS

Invite representatives from one or more of these categories to speak to the class about their career field.

PERFORMANCE INDICATORS

The high school student will be able to:

8.3: Describe how occupational and industrial trends relate to training and employment.

EVALUATION

Students will have constructed a graph showing the kinds of businesses and their comparative representation within the community.

RESOURCES

Appalachia Educational Laboratory, Inc. *Worker Trait Group Guide.* (Book)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	●
Career Information	●
Job-Seeking Skills	
Needs of Society	●

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

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FILLING OUT APPLICATION FORMS

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

OBJECTIVE

Students will examine various forms and applications required for employment.

MATERIALS

- sample employment applications
- W-2 forms
- pencil or pen

ACTIVITY

1. Have students discuss important records and why they are necessary (e.g., birth certificates, licenses, social security cards, income tax forms, etc.).
2. Have students practice identifying and filling in records or forms.
3. Have students discuss filling out application forms. (Some areas they should cover are neatness, honesty, adding hobbies or jobs that show responsibility, etc.)

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

7.4: Demonstrate skills in preparing a resume and completing job applications.

EVALUATION

Students will have discussed the importance of records (birth certificates, Social Security cards, etc.) and will have completed an application form. They will have observed how application forms differ in appearance, but essentially contain the same information.

RESOURCES

Applying for Work. (VSC)

Dahlstrom, Harry. *Job Hunting Handbook.* (Worktext)

Job Readiness Series. *Filling Out Job Applications.* (Disks)

Kimbrell. *Succeeding in the World of Work.* (Book)

Resumes/Job Applications: A Practical Guide. (Filmstrip)

JOBS AND LIFESTYLES

APP H43

OBJECTIVE

Students will examine personal lifestyle career choices and how they relate to changing male/female roles.

MATERIALS

- chalkboard
- chalk

ACTIVITY

1. Have students think about and discuss the word "lifestyle" and develop a definition. This could be done in small groups or as a class. Have someone write the definition on the chalkboard.
2. From the definition of "lifestyle," have students select occupations they might like to pursue. (The reasons they choose an occupation should be consistent with the ideas expressed in their definition of lifestyle.)
3. Form small groups and have students discuss the following:
    a. Can everyone live with the same definition of lifestyle?
    b. Determine whether or not career choices relate to the definition. Why or why not?
    c. How does the definition relate to male and female work roles and lifestyles 20 years ago? How does it relate today? How does it relate for the future?

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

10.3: Describe ways in which occupational choices may affect lifestyle.

11.1: Identify factors that have influenced the changing career patterns of women and men.

EVALUATION

Students will have developed a working definition of "lifestyle," related that definition to their career choices and identified how their definition differs when related to male and female roles.

RESOURCES

Careers and Values: Understanding the Choices. (Filmstrip)

Kosuth, Joan and Sandy Minnesang. *Choices: A Course in Personal Decision Making.* (Activity Book)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	●

Career Planning	
Decision Making	
Life Roles	●
Occupational Roles	●
Career Planning	

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LIFE GOALS

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	●
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will name goals they would like to accomplish in their lifetime.

MATERIALS

- paper
- pencil or pen

ACTIVITY

1. Have students list five or six things they would like to accomplish in their lifetimes that are realistic. (Encourage a mix of long-term and short-term goals.)
2. Have students share ideas of "life goals" with other class members.

COMMENTS

This activity can be repeated in 12th grade to see how goals can change.

PERFORMANCE INDICATORS

The high school student will be able to:

1.1: Identify and appreciate personal interests, abilities and skills.

EVALUATION

Students will have identified at least five or six goals they would like to accomplish in their lifetimes. When sharing their goals, students should recognize that people set different goals and for different reasons.

RESOURCES

Bingham, Mindy, et al. *Challenges: A Young Man's Journal for Self-Awareness and Personal Planning.* (Worktext)

Bingham, Mindy, et al. *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning.* (Worktext)

Self-Assessment: A Tool for Career Decision. (Filmstrip)

Vedral, Joyce. *I Dare You.* (Book)

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CAREER AWARENESS

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	●

Exploration	
Achievement	●
Work and Learning	●
Career Information	●
Job-Seeking Skills	
Needs of Society	●

Career Planning	
Decision Making	●
Life Roles	●
Occupational Roles	
Career Planning	●

OBJECTIVE

Students will explore various careers of interest by using resource materials available in the school.

MATERIALS

- "What I Want From A Career" activity sheets (on the following pages)
- resources for researching careers
- pencil or pen

ACTIVITY

1. Give students a list of career resources available in the school.
2. Ask students to think about the reward of working.
3. Have students complete the "What I Want From A Career" activity sheets.
4. Have students select one of the two careers in which they are most interested from Part B of the "What I Want From A Career" activity sheet.
5. Using resources provided, the students should investigate the careers they selected.

COMMENTS

PERFORMANCE INDICATORS

The middle/junior high school student will be able to:

6.3: Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., *Dictionary of Occupational Titles*).

EVALUATION

After having completed the "What I Want From A Career" activity sheets, students have selected one of the careers they are most interested in and examined it in relation to the rewards list, using the resource list provided by the teacher.

RESOURCES

Farnette, Cherrie, et al. *At Least a Thousand Things To Do: A Career-Awareness Activity Book.* (Activity Book)

Self-Exploration Series. (Disks)

Rettig, Jack. *Careers: Exploration and Decision.* (Book)

Understanding Jobs and Careers. (Filmstrip)

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WHAT I WANT FROM A CAREER

Directions: Study the left-hand column and then rate yourself in the next three columns as to how important each reward is to you. In the right-hand column (TYPICAL CAREERS), list a typical career you think applies to each reward.

REWARDS	VERY IMPORTANT	MODERATELY IMPORTANT	NOT IMPORTANT	TYPICAL CAREERS
1. High Income (over $50,000/yr)				
2. Middle Income ($20,000-$40,000/yr)				
3. Moderate or low income (less than $20,000)				
4. Security				
5. Risk or adventure				
6. Interesting & varied responsibility; chance to take initiative & make own decisions				
7. Short hours				
8. Vacations				
9. High standing in community				
10. Early retirement				
11. Light, easy work				
12. Outdoor work				
13. Pleasant working conditions				
14. Variety of duties every day				
15. Same duties every day				
16. Chance to be creative				
17. Chance to be alone				
18. Chance to be with people				

WHAT I WANT FROM A CAREER

The following chart describes typical careers for the rewards listed.
Do the careers listed here match the typical careers you have chosen for each reward?

REWARDS	TYPICAL CAREERS
1. High Income (Over $50,000/yr)	Some professions, large businesses and farms, high-level sales work, professional athletes, some jobs in entertainment.
2. Middle Income $20,000 - $40,000/yr)	Most professions and businesses, skilled trade, some sales and technical work, some in entertainment.
3. Moderate or lower income (less than $20,000/yr)	Clerical, some sales, farmers.
4. Security	Government work, jobs with large companies having employee benefit plans, jobs in unionized industries.
5. Risk or adventure	Some sales, jobs in advertising, entertainment, jobs abroad, starting a business or working for a new company.
6. Interesting & varied responsibilities; chance to take initiative & make own decisions	Most professions, most businesses at management level, some outside sales.
7. Short hours	Most factory and routine office jobs.
8. Vacations	Teaching; government work of all kinds.
9. High standing in community	Jobs requiring high degree of skill and education.
10. Early retirement	Police officers and fire fighters, armed forces, dangerous jobs such as mining.
11. Light, easy work	Routine assembly jobs, light sales jobs, many clerical jobs.
12. Outdoor work	Surveying, some construction work, some home maintenance work; forestry, wildlife management; greenhouse, nursery and landscape work; tree surgery, orchard and farm work.
13. Pleasant working conditions	Jobs in modern factories, offices, supermarkets, air-conditioned stores.
14. Variety of duties every day	Repair work, saleswork, installation of machinery or appliances; some office jobs—especially in smaller companies; public relations work.
15. Same duties every day	Routine typing and filing jobs; assembly jobs, cashier jobs.
16. Chance to be creative	Tailoring and dressmaking, cabinetmaking creative and carpentry, jobs in commercial art, advertising, writing, interior decorating, entertainment.
17. Chance to be alone	Forestry, truck driving, some laboratory jobs, jobs as night watchman, nurseryman, greenhouse worker, some research or library work.
18. Chance to be with people	Saleswork, social service work, receptionist, legal, medical and dental work, jobs as waitresses, public relations work.

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A. List below five typical careers that you marked as very important:

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

B. List two careers in which you are most interested:

1. ____________________

2. ____________________

APP H47

RELATIONSHIP BETWEEN EDUCATION AND CAREER

OBJECTIVE
Students will identify different types of educational preparation required for various occupational clusters.

MATERIALS
- poster paper

ACTIVITY
1. Have students discuss the following open-end statements:
    a. When I talk to my parents about career-related activities, they...
    b. When I talk to my friends about career-related activities, they...
    c. In my opinion, the difference between work and play is...
    d. Things that make me feel important are...
    e. Things that are important to my teachers are...
2. Have students construct a bulletin board classification chart showing the amount of training needed by workers in such areas as mathematics. For example:

No Math	Some Math	A Lot of Math
a.	a.	a.
b.	b.	b.
c.	c.	c.

3. Have students poll occupations and people in their community and relate these occupations to actual educational preparation.

COMMENTS

PERFORMANCE INDICATORS
The high school student will be able to:
4.6: Describe how learning skills are required in the workplace.

EVALUATION
Students will identify several occupations and determine the amount of math needed for each occupation.

RESOURCES
Schrank, Louise W. *Lifeplan: A Practical Guide to Successful Career Planning.* (Workbook)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	●
Work and Learning	
Career Information	
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	
Life Roles	●
Occupational Roles	
Career Planning	●

SOCIALLY ASSIGNED SEX ROLES

APP H48

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	●
Art/Music	●
Tech/Voc. Education	●

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	●
Career Planning	

OBJECTIVE

Students will identify whether sex roles that society has traditionally assigned are an advantage or a disadvantage.

MATERIALS

- paper
- pencil or pen

ACTIVITY

1. Divide the class into small groups of four or five students. If both males and females are participating, be sure that both are in each group.
2. Ask each group to brainstorm and write lists of characteristics traditionally assigned to males and characteristics traditionally assigned to females.
3. Remind students before they start that the rules of brainstorming are that "no idea may be criticized or rejected.
4. After lists are completed, ask each group to put a plus by each characteristic that would help expand career choice. Have students put a minus sign by each characteristic that would limit career choice.
5. Have a spokesperson from each group report results back to rest of the class.
6. Review lists with class and note whether females or males have more pluses or minuses with regard to career choice.
7. Discuss:
   a. How did they "know" what the assigned roles were?
   b. Where did they learn what these roles were?
   c. When did they learn about these roles?
   d. What contributed to their learning about these roles (e.g., toys, books, TV, records, friends, family, relatives, school)?

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

1.2: Demonstrate the ability to use peer feedback.

EVALUATION

Students will have a list of characteristics society defines as commonly male or female with designations as to whether these would expand or inhibit career choices.

RESOURCES

No Boundaries: Equal Career Opportunities For All. (Filmstrip)

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ASSESSING CAREER INTERESTS

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will obtain additional information about career interests through career interest assessments.

MATERIALS

- standardized career interest assessments

ACTIVITY

1. Have students complete one or two standardized career interest assessment measures that they have not previously taken.
2. Interpret and discuss the results of these inventories.
3. Have students list three to five jobs which they might be interested in that fit in the categories of their highest interest as identified from their career interest assessments.
4. Have students find out more about these jobs using VSC materials.

COMMENTS

Select career interest measurements with care. Determine if the measurements have been reviewed for sex equity. Before giving the assessment to students, suggest that they lay aside their own stereotypes and answer questions based on what they would like to do or to try.

PERFORMANCE INDICATORS

The high school student will be able to:

1.1: Identify and appreciate personal interests, abilities and skills.

EVALUATION

Students will have completed at least one career interest assessment, discussed the results and identified three to five jobs which match the categories of their highest interests.

RESOURCES

Crystal, John and Richard Bolles. *Where Do I Go From Here With My Life?* (Workbook)

Scan. (VSC)

Russo, Jo Ann. *Careers Without College: No B.S. Necessary.* (Book)

Schrank, Louise W. *Lifeplan: A Practical Guide to Successful Career Planning.* (Workbook)

Schwartz, Lester and Irv Brechner. *The Career Finder.* (Assessment Instrument)

EXPLORING NONTRADITIONAL CAREERS

APP H50

OBJECTIVE

Students will explore nontraditional careers to see what skills, talents and adjustments are required.

MATERIALS

No materials are needed for this activity.

ACTIVITY

1. Have students volunteer to work a couple hours of a day in a nontraditional work setting. For example:
    a. Female students could volunteer two hours daily or one day a week to work at a gas station, on a farm or with their fathers, who may be involved in traditionally male occupations.
    b. Male students could volunteer two hours daily or one day a week to work in a nursing home, in a hospital, in a day care center or in their home doing housework.
2. Have students identify the skills and abilities which are important in doing their jobs.
3. After all students have spent some time at a nontraditional job, ask them to share their experiences with the class. Use the following questions as a guide for the discussion:
    a. How did you feel while you were working on the nontraditional job?
    b. What skills and abilities are needed for the job you performed?
    c. What skills and abilities do you possess to perform the job?
    d. What additional skills and abilities do you feel you need?
    e. Are the skills needed for the job things you think you can learn?
    f. Why do you think the job you chose is considered traditionally male or female? Is this justified? Why or why not?

COMMENTS

The information students have gained from their volunteer work experience may be shared through group discussions, group projects, newspaper articles or bulletin boards.

PERFORMANCE INDICATORS

The high school student will be able to:

11.3: Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping.

EVALUATION

Students will have gained some experience by working in a nontraditional job and discussed their experiences.

RESOURCES

No Boundaries: Equal Career Opportunities For All. (Filmstrip)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	●
Career Planning	

APP H51

IDENTIFYING NONTRADITIONAL OCCUPATIONS

OBJECTIVE
Students will identify nontraditional jobs for females and males.

MATERIALS
No materials are needed for this activity.

ACTIVITY
1. Have students identify ten jobs which are nontraditional for females.
2. Have students identify ten jobs which are nontraditional for males.
3. Have students select one of the ten jobs they have identified that would be nontraditional for them. Have them research the job to determine if they or other members of their sex could be employed in that job by analyzing the skills required for the job. Consider the following:
   a. The activities of the job.
   b. The skills necessary to carry out each activity.
   c. The training and/or experience needed to develop each skill.
4. Have students discuss the following questions from their research:
   a. Are any skills sex-related (i.e., can they only be performed by one sex)? Why? Can you think of any exceptions?
   b. If skills are not sex-related, why are members of one sex not found working in that job?
   c. If skills are not sex-related, can training/education be obtained for members of both sexes? If not, why?
   d. Would you be interested in working at this job? Why or why not?

COMMENTS
Ask students to volunteer to work a few hours or a day at a nontraditional job. Help students make contacts and phone calls to arrange volunteer opportunities.

PERFORMANCE INDICATORS
The high school student will be able to:

11.3: Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping.

EVALUATION
Students will have identified jobs which are predominantly held by females and by males. They will have examined skills required for those jobs and discussed why these jobs have been categorized male or female jobs.

RESOURCES
Pro's and Con's: Sex Role Options. (Kit)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Achievement	
Work and Learning	
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	●
Career Planning	

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APP H52

INTERVIEWING WORKERS IN NONTRADITIONAL JOBS

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	●
Work and Learning	
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	●
Career Planning	●

OBJECTIVE

Students will identify and interview community people who work at nontraditional jobs.

MATERIALS

No materials are needed for this activity.

ACTIVITY

1. Ask students as a group to identify people in their community who have nontraditional jobs.
2. Ask each student to choose one of these individuals to interview.
3. Use the following questions to begin the interview:
    a. Why did you select your career?
    b. Do you think your job requires special skills or abilities? What are they?
    c. Are there any special problems you face in this career?
    d. Are there any special advantages of working in this career?
    e. Do you like your job? Why or why not?
    f. Do you feel you made an unusual career choice? Why or why not?
    g. Would you choose this career again? Why or why not?

COMMENTS

To expand this activity, have students research individuals outside their community who are in nontraditional jobs (e.g., celebrities, government officials, business people, etc.) by reading about them, watching interviews on TV or interviewing them in person, if possible.

PERFORMANCE INDICATORS

The high school student will be able to:

4.6: Describe how learning skills are required in the workplace.

11.3: Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping.

12.4: Describe school and community resources to explore educational and occupational choices.

EVALUATION

Students will have gained insight regarding work in nontraditional jobs by interviewing people who work in those jobs. They will have discussed these insights with the class.

RESOURCES

APP H53

JOB SIMILARITIES AND DIFFERENCES

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Achievement	
Work and Learning	●
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	●
Career Planning	

OBJECTIVE

Students will identify the similarities and differences between jobs, using job features.

MATERIALS

- paper
- pencil

ACTIVITY

1. Give students the following list of "Ways Jobs Differ:"
   a. person/number/thing orientation
   b. indoor/outdoor orientation
   c. emotional/intellectual/physical demands
   d. working hours
   f. training requirements
   g. routine/creative work
2. Have students choose two jobs in different fields in which they are interested.
3. Have students note the jobs at the top of a sheet of paper. Then have them divide the paper into two columns headed "Similarities" and "Differences."
4. Have students list the features that are common to both jobs and those that are different.
5. Ask students to discuss the job features that are important to them.
6. Have students categorize job features as male (M), female (F), or both (MF). Discuss reasons behind these stereotypes and ways to overcome them.

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

5.2: Demonstrate knowledge of the social significance of various occupations.

EVALUATION

Students identified similarities and differences between two careers in which they are interested and discussed whether the careers have been traditionally male or female and why.

RESOURCES

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APP H54

MY FANTASY CAREER

OBJECTIVE
Students will identify careers they would enjoy.

MATERIALS
- paper
- pencil

ACTIVITY
1. Have students form groups of four or five and brainstorm possible careers.
2. Instruct students to be free about their suggestions. Do not allow any critical remarks suggesting that anyone could or could not perform certain tasks.
3. Begin with the statement "If I could be anything I wanted to be or do anything I wanted to do, I would...."
4. Discuss as a whole group the wide variety of careers mentioned and the need for all of these careers in today's society.

COMMENTS

PERFORMANCE INDICATORS
The high school student will be able to:

8.1: Describe the effect of work on lifestyles.

9.1: Demonstrate responsibility for making tentative educational and occupational choices.

EVALUATION
Students will let their imaginations soar and have come up with possible careers.

RESOURCES
Bingham, Mindy, et al. *Challenges: A Young Man's Journal for Self-Awareness and Personal Planning.* (Worktext)

Bingham, Mindy, et al. *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning.* (Worktext)

Quality of Work Life: Person-to-Person Interaction Kit. (Kit)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	●
Growth and Change	

Achievement	
Work and Learning	●
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	
Occupational Roles	
Career Planning	

RESEARCH A CAREER

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	●
Career Information	●
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	
Occupational Roles	●
Career Planning	

OBJECTIVE

Students will examine the abilities, training and lifestyles required for various jobs.

MATERIALS

- "Career Knowledge Quiz" and "Career Information Questionnaire" (on the following pages)

ACTIVITY

1. Have students select one of the careers identified in Activity 25, "Assessing Career Interests" and complete the "Career Knowledge Quiz".
2. Have students complete the "Career Information Questionnaire" and compare it to the "Career Knowledge Quiz".
3. After completing the "Career Information Questionnaire", have students discuss their findings using the following questions as a guide:
   a. Were you surprised about some of the information you found? Which areas surprised you?
   b. Do you think you might like to work in any of these areas? Why or why not?
   c. If more than 50% of the workers were male, would you still consider the job area? Why or why not?
   d. If more than 50% of the workers were female, would you consider the job area? Why or why not?

COMMENTS

Students may collect additional information about the careers they are interested in by writing related professional organizations or unions for information and by interviewing people in the identified careers.

PERFORMANCE INDICATORS

The high school student will be able to:

5.2: Demonstrate knowledge of the social significance of various occupations.

EVALUATION

Students will have completed the "Career Knowledge Quiz" and the "Career Information Questionnaire," compared their responses and discussed information regarding those careers.

RESOURCES

Schrank, Louise W. *Lifeplan: A Practical Guide to Successful Career Planning.* (Workbook)

CAREER KNOWLEDGE QUIZ

Name: ______________________ **Job Title:** ______________________

Check the most appropriate answer for each question:

1. The educational background needed to work in the above career is:
   - a) high school education only.
   - b) apprenticeship or trade school training.
   - c) two to four years of college.
   - d) more than four years of college.
   - e) I don't know the education requirements.

2. The future employment trends in this career for the next ten years are that:
   - a) most people will be hired primarily to replace those who retire.
   - b) there will be a slow, gradual growth pattern of employment.
   - c) there will be a fairly large demand for people to enter this field.
   - d) there will be a great demand for people to enter this field.
   - e) I do not know what the future employment trends are.

3. Currently the percentage of women employed in this career is:
   - a) more than 50%.
   - b) between 25% and 50%.
   - c) between 10% and 25%.
   - d) less than 10%.
   - e) I don't know the percentage of women employed.

4. The number of people employed in this career in the U.S. is:
   - a) less than 10,000.
   - b) from 10,000 to 50,000.
   - c) from 50,000 to 100,000.
   - d) over 100,000.
   - e) I don't know how many people are involved.

5. The average annual salary or wages paid to qualified individuals for this career is:
   - a) less than $10,000 per year.
   - b) between $10,000 and $15,000 per year.
   - c) between $15,000 and $25,000 per year.
   - d) over $25,000 per year.
   - e) I don't know the average annual salary or wages.

6. I think 50% or more of those employed in the above career are:
   - a) self-employed or member of a partnership.
   - b) employed by a college or university.
   - c) employed by local, state or federal government.
   - d) employed by private business or industry.
   - e) I do not know where people in this career are employed.

CAREER INFORMATION QUESTIONNAIRE

Name: ______________________________ **Career/Job Title:** ___________________________

1. Describe the work environment (include conditions such as dusty, noisy, hot, cold, inside, outside, people-oriented, paperwork oriented, co-workers, etc.).

2. What special skills (e.g., Math, reading, writing, speaking, fine motor, social, etc.) are necessary?

3. What education or training is required? Where can you get this training or education? What high school courses may be helpful?

4. What physical abilities (e.g., Minimum or maximum height or weight, color vision, good hearing, 20/20 vision, etc.) are necessary?

5. What are the personal traits of people who are successful in this job (e.g., able to follow directions, able to take responsibility, like to work at routine tasks, like to work with people, like to work alone, etc.)?

6. What are the opportunities for advancement? To what job? For what pay? How do people advance (by seniority, merit, additional education or training, etc.)?

7. How many hours and how many days a week does this job require? Is there overtime involved? What is the normal working day? What is the normal working week? Is the work schedule constant or changing? Is the work schedule flexible according to the worker's needs?

8. What is the average starting salary for this job? What is the average salary for a person who has worked in the job for two years? How is the worker paid (hourly, salary, piecework rate, salary plus commission, commission only, etc.)?

9. What are the fringe benefits (vacations, insurance, sick leave, travel expenses, car, uniform, profit sharing plan, etc.) of the job?

10. What are some of the hazards or disadvantages (health risks, moving to other locations for advancement, temporary or seasonal employment) of the job?

11. What is the potential of this job in the future? Will the need increase, decrease, stay the same, be eliminated?

12. In what sections of the country are these jobs located? Are the jobs located in rural and/or urban areas? Are there job opportunities in the area where you live?

13. Where can you find work in this job (hospitals, factories, state government, school systems, etc.)?

14. Are most of the workers in this field either male or female? Would this make a difference to you in choosing this career? Why or why not?

15. What is your reaction to this job? Would you consider it? Why or why not?

SALARY LEVELS OF CAREERS

APP H56

OBJECTIVE

Students will explore benefits and salaries of different careers and the differences between traditional women's careers and men's careers.

MATERIALS

- "Female/Male Job Checklist" (accompanying Activity 41, "Women's Work/Men's Work)
- pencil or pen

ACTIVITY

1. Using the "Female/Male Job Checklist," have students research the salary levels for each job by either obtaining specific salaries from a current edition of a career resource book, by consulting local newspaper classified ads, or an annual report which can be obtained from a variety of sources such as *USA Today*, January issues of *Working Woman* and the U.S. Department of Labor.
2. Have students determine whether each salary is high, medium or low.
3. Discuss the results.
   a. Is the pay for traditional men's jobs higher, lower or equal to the pay for traditional women's jobs?
   b. If there are differences, what are some of the reasons for these differences? Are these reasons valid? Why or why not?
   c. Are there jobs where men are paid more than women for the same work? What are they? Is this legal?

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

11.2: Identify evidence of gender stereotyping and bias in educational programs and occupational settings.

EVALUATION

Students will have compared the average salaries and benefits between traditional male and female careers.

RESOURCES

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Achievement	
Work and Learning	
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	●
Career Planning	

SELECTING A CAREER

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	●
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will implement occupational resources in the process of career selection.

MATERIALS

- a career resource book
- paper
- pencil or pen

ACTIVITY

1. Instruct students to use a career resource book to research a career cluster of interest and answer the following questions:
    a. Which careers in the cluster require a high school education?
    b. Which careers require more technical training or a college degree?
2. Have students select a career and write a summary of the nature of the work, the qualifications, the salary, the chances for advancement and the future outlook.

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

6.3: Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., *Dictionary of Occupational Titles*).

EVALUATION

Students will have selected a career and compiled information regarding the tasks performed, preparation required and future outlook.

RESOURCES

Career Directions. (Assessment Instrument)

Occupational Outlook Handbook. Guide for Occupational Exploration. Dictionary of Occupational Titles. (Books)

Schrank, Louise W. *Lifeplan: A Practical Guide to Successful Career Planning.* (Workbook)

Schwartz, Lester and Irv Brechner. *The Career Finder.* (Assessment Instrument)

SKILLS NEEDED FOR MY FANTASY CAREER

OBJECTIVE
Students will identify skills needed for making their fantasy career a reality.

MATERIALS
- paper
- pencil

ACTIVITY
1. Have students choose the one career they are most interested in.
2. Have them make lists of the skills they have that would be required in their chosen careers.
3. Have students make lists of the skills they would need to obtain to pursue those careers.
4. Using the list of skills from Step 3, outline a plan or procedure for obtaining these skills in order to be employable at the entry level of the "fantasized" career.

COMMENTS

PERFORMANCE INDICATORS
The high school student will be able to:
7.1: Demonstrate skills to locate, interpret and use information about job openings and opportunities.
7.2: Demonstrate academic or vocational skills required for a full- or part-time job.
7.6: Demonstrate employability skills necessary to obtain and maintain jobs.

EVALUATION
Students will have a list of skills they possess and skills they will need to develop in order to work in their "fantasy career."

RESOURCES
Job Readiness: Acquiring the Skills. (Filmstrips)

Job Survival Skills. (Workbook)

Occupational Outlook Handbook. (Book)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

Achievement	●
Work and Learning	
Career Information	
Job-Seeking Skills	●
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

WOMEN'S WORK/MEN'S WORK

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	●
Career Planning	

OBJECTIVE

Students will explore differences in attitudes toward work between women and men.

MATERIALS

- "Female/Male Job Checklist" (on the following page)
- pencil or pen

ACTIVITY

1. Using the "Female/Male Job Checklist," have students identify the jobs they define as women's work and those they define as men's work.
2. Have students discuss the results and implications. Use the following questions as a guide:
   a. How did the number of jobs labeled men's work compare to those labeled women's work?
   b. Do the men's jobs generally have more or less status or power than the women's jobs?
   c. Do the men's jobs tend to require more or less education than the women's jobs?
   d. Can distinctions be made according to the kind of work being done by men and women (working with people, data or mechanical things)?

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

11.3: Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping.

EVALUATION

Students will have identified which jobs on the list are traditionally male or female and have discussed some reasons why this may be true.

RELATED EDUCATION FOR EMPLOYMENT ELEMENTS

- develop awareness of labor market
- understand negative effects of sex-role stereotyping

RESOURCES

Bolles, Richard. *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers.* (Book)

No Boundaries: Equal Career Opportunities For All. (Filmstrip)

Who You Are and What You Are: Understanding Sex Roles. (Filmstrip)

FEMALE/MALE JOB CHECKLIST

For the following occupations, check whether you believe it is a man's occupation, woman's occupation or both.

JOB	F	M	JOB	F	M
construction worker			plumber		
flight attendant			librarian		
social worker			recreation director		
secretary			bank teller		
elementary teacher			dietitian		
hair stylist			nurse aide		
model			security guard		
elderly person's companion			cab driver		
store clerk			day care worker		
veterinarian			police officer		
physical ed. teacher			bookkeeper		
short order cook			custodian		
photographer			cocktail server		
nurse			lawyer		
dental assistant			gardener		
artist			radio announcer		
news reporter			forest ranger		
telephone operator			homemaker		
physical therapist			postal worker		
scientist			accountant		
babysitter			musician		
newspaper editor			English teacher		
hotel housekeeper			occupational therapist		
cashier			farmer		
auto mechanic			truck driver		
home ec. teacher			landscaper		
factory worker			bartender		
gas station attendant			tailor		
pilot			carpenter		
professional athlete			dairy producer		
meat/grain inspector			medical doctor		
computer programmer			architect		

APP H60

ATTITUDES TOWARD WORK

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will discuss attitudes toward work.

MATERIALS

- paper
- pencil or pen

ACTIVITY

1. Have students discuss how they feel about work.
    a. How do you feel about going to work?
    b. Do you want to work?
    c. If you don't want to work, what would you prefer to do?
    d. Do you feel work should be only a way to earn money or do you feel work should be personally satisfying? Why?
2. After students have discussed these questions have them write a paragraph about their attitudes toward work.

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

1.3: Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals.

EVALUATION

Students will have discussed their feelings toward work and expressed their individual feelings about work through written paragraphs.

RESOURCES

Going to Work. (VSC)

Johnson, Helen. *How Do I Love Me?* (Book)

Self-Assessment: A Tool for Career Decisions. (Filmstrip)

Why Work? (Filmstrip)

CAREER DAY

OBJECTIVE

Students will interact with women and men who are employed in a variety of traditional and nontraditional career areas.

MATERIALS

- "Career Day Outline" (on the following page)

ACTIVITY

1. Invite a number of men and women who work in various careers to the school to speak to the students about the benefits, satisfactions and responsibilities of their jobs.
2. Provide students with the "Career Day Outline."
3. Ask students to participate in the Career Day activities by asking questions and researching careers.

COMMENTS

This is a good activity for parent involvement. Parents may be invited to share information about their jobs and all parents may be invited to participate in the activity.

PERFORMANCE INDICATORS

The high school student will be able to:

6.6: Identify individuals in selected occupations as possible information resources, role models or mentors.

EVALUATION

Students will have completed "Career Day Outline" sheets to evaluate the information they received from each session. The Career Day activities may be further evaluated through follow-up activities and discussions.

RESOURCES

Career Education Posters. (Posters)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

CAREER DAY OUTLINE

1. What were the factors that influenced the speaker's choice?

2. Did the speaker integrate his or her values, interests and abilities into their career choices?

3. What did the speaker give as the range of earning and benefits?

4. What did the speaker give as satisfactions or dissatisfactions that exist for them in this career?

5. What is the nature of the career on a day-to-day basis?

6. How is the speaker's lifestyle affected by career choice?

7. What is the occupational outlook for careers in this speaker's field?

8. What did you learn from this speaker that will have an effect on your career choice?

9. What things did the speaker say about the career that attracted your interest?

10. What things about this career did you not like?

APP H62

CAREER DAY II

OBJECTIVE

Students will identify and analyze information from the "Career Day."

MATERIALS

- chalk
- chalkboard

ACTIVITY

Ask students to discuss the following questions related to their participation in the "Career Day" activities in addition to discussing the questions from their "Career Day Outline."

1. What did you learn about specific careers?
2. What new ideas did you get from talking to the speakers?
3. Which speaker impressed you the most? Was it that person's personality, lifestyle or career that impressed you?
4. Which speaker would you most want to be like personally?
5. Which speaker's career did you find most appealing?
6. What did you find out that surprised you?
7. What did you find out that disappointed you?
8. What other occupations would you like to have had represented? List these on the chalkboard and discuss further. If there is enough interest among the group, a person in that career may be invited as a resource speaker.

COMMENTS

Suggestions from Step 8 may provide a list of careers to include in a Career Day in the future.

PERFORMANCE INDICATORS

The high school student will be able to:

8.1: Describe the effect of work on lifestyles.

EVALUATION

Students will have identified specific things they learned from their participation in Career Day activities and related those which they think were most beneficial to their career selection.

RESOURCES

Career Education Posters. (Posters)

Grade					
7	8	9	10	11	**12**

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	●

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

APP H63

COMPANY INFORMATION FOR THE JOB INTERVIEW

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will obtain information about companies where they would like to work.

MATERIALS

No materials are needed for this activity.

ACTIVITY

1. Have students select a company for which they might like to work.
2. Describe the position they would apply for within this company.
3. Have students gather information about the company.
    a. What is the major product or service of this company?
    b. Is the company local, regional or national?
    c. How long have they been in business? What other company history is relevant?
    d. How does the job you are seeking contribute to this product or service?
    e. What are the major responsibilities of the job you are seeking?
    f. What skills or knowledge are necessary to carry out these responsibilities?
    g. How qualified are you?
    h. How can you benefit the company?

COMMENTS

Discuss how investigating a company has positive results for both employer and employee. Company employers are impressed by an interviewee who shows an interest in the company. On the other hand, during your research you may discover you do not want to work for the company.

PERFORMANCE INDICATORS

The high school student will be able to:

7.1: Demonstrate skills to locate, interpret, and use information about job openings and opportunities.

EVALUATION

Students will have gathered historical and production information about a selected company and related their skills to the company's activities.

RESOURCES

Levering, Robert, et al. *The 100 Best Companies to Work for in America.* (Book)

Schrank, Louise. *Lifeplan: A Practical Guide to Successful Career Planning.* (Workbook)

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DIFFERENCES IN TYPES OF WORK

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	●
Career Information	●
Job-Seeking Skills	
Needs of Society	●

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will identify the differences between unskilled, skilled and professional jobs.

MATERIALS

No materials are needed for this activity.

ACTIVITY

1. Have students develop three lists of characteristics of jobs — one for unskilled jobs, one for skilled jobs and one for professional jobs.
2. Contrast the differences between characteristics of each of these three job categories.
   a. What are the differences between skills needed, responsibilities, working conditions and work schedules.
   b. What are the similarities?
   c. How do salaries differ?
   d. Do wages reflect the value of each of these types of work?
   e. Are there differences in preparation for entry into each of these categories? How do they differ?
   f. Are there also similarities? What are they?

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

8.2: Describe how society's needs and functions affect the supply of goods and services.

EVALUATION

Students will have three lists of characteristics of jobs — skilled, unskilled and professional. They will have compared the similarities and differences and identified which ones are most significant to their career choices.

RESOURCES

Rettig, Jack. *Careers: Exploration and Decision.* (Book)

Schwartz, Lester and Irv Brechner. *The Career Finder.* (Assessment Instrument)

APP H65

EMPLOYABILITY SKILLS CHECKLIST

	Do you/Can you . . .	Yes	No	Not Sure
1.	List in order the careers you are most interested in?			
2.	List three career clusters that match your career interests?			
3.	List general education requirements for three career clusters that match your career interests?			
4.	List things which influence your lifestyle and how these things affect career choices (e.g., your friends or the neighborhood in which you live)?			
5.	See how your opinion of yourself influences your ability to be good at your job?			
6.	Describe how risk-taking affects your career choices?			
7.	Tell the kinds of and how many job risks you are willing to take in the career you choose?			
8.	Describe what you most hope to get from your job (e.g., money, power, pride)?			
9.	Describe, in general, what is required in three career clusters related to your career interests?			
10.	Describe the physical conditions you would be willing to work in (e.g., loud or quiet, outdoors or indoors)?			
11.	Describe the work hours you would agree to work (e.g., nine to five, night shift, weekends)?			
12.	Describe where you prefer to work (in the city, out in the country, in a neighborhood suburb, close to home)?			
13.	Clearly define problems or decisions you have to make?			
14.	Find different ways to solve your problems or make decisions?			
15.	Tell how and where to find information to help you make decisions?			
16.	Understand and use information you collect?			
17.	Make a decision and then figure out a plan to meet your goals or solve your problems?			
18.	Review and update your plans regularly?			
19.	List/describe ways to find out where job openings are?			

	Do you/Can you...	Yes	No	Not Sure
20.	Use employment guides to find work or job openings?			
21.	Choose three jobs you might want that match your abilities, interests, education, and experience?			
22.	Find and use information which will help you predict how many jobs there will be (in which you are interested) at the local, state and national level?			
23.	Know where and how to find information on getting money for education and training?			
24.	Know organizations which allow you to gain work experience skills?			
25.	Write a letter or application for a job?			
26.	Fill out a job application?			
27.	Write a resume?			
28.	Tell the steps to follow in applying for a job?			
29.	Complete a W-4 tax form?			
30.	Describe how to get a Social Security number?			
31.	Describe how to get a work permit?			
32.	Describe some ways work hours are assigned by businesses?			
33.	Describe the correct steps to take when you are too ill to report to work or when you get sick at work?			
34.	Describe the correct steps to take to apply for vacation or annual leave?			
35.	Describe how bosses in different jobs and businesses expect you to act toward your work or behave on the job?			
36.	Describe what you should do when you have a work problem on the job?			
37.	Explain how to handle problems with other employees on the job?			
38.	Describe why you need to be willing to make changes and to adjust in a work situation?			
39.	Describe how your own habits, behaviors and feelings affect others?			

	Do you/Can you...	Yes	No	Not Sure
40.	Describe what the safety rules are in a work situation?			
41.	Describe what steps to take if there are unsafe working conditions at a job site?			
42.	Know about employee rights and unfair discrimination practices in terms of sex, race and age?			
43.	Explain what you should do if you feel you have been unfairly treated on the job because of sex, race or age?			
44.	Describe what union or professional group matches specific job areas?			
45.	Read and understand a pay statement or pay stub?			
46.	Describe how overtime pay is calculated?			
47.	Use your basic math skills to calculate the exact amount of overtime pay you should receive?			
48.	Tell what "compensatory time" means?			
49.	Name three jobs that match your career interests?			
50.	List the education you need for three jobs which match your career interests?			
51.	List the tasks and duties of three jobs that interest you?			
52.	Describe three jobs of interest to you which have similar education and experience requirements?			
53.	Describe specific requirements for three jobs which match your career interests?			
54.	Describe types of extra benefits you want in a job (e.g., retirement fund or paid vacation)?			
55.	Describe the future need for three specific jobs which interest you?			
56.	Describe the things you would consider in choosing the area (part of town/section of the country) where you want to work?			
57.	Clearly state problems or decisions you have to make?			
58.	Find different ways of solving your problems or making decisions?			
59.	Tell how and where to get information to help you make decisions?			

	Do you/Can you...	Yes	No	Not Sure
60.	Understand information you collected?			
61.	Decide to do something and make a plan to meet your goals or solve your problems?			
62.	Review and update your plans regularly?			
63.	Describe an occupation (job) ladder for your career that shows steps or levels for moving up (e.g., stocker, salesclerk, floor manager, store manager, vice president)?			
64.	Write a plan for getting any education, training or experience you need for a specific job?			
65.	Find one job to enter as a first step in your career?			
66.	List the pros and cons (advantages and disadvantages) of different job-finding sources (e.g., private employment agency - helps you find a job quicker, but charges you a high fee)?			
67.	Choose the best sources for finding the type of work in which you are interested?			
68.	List regional or geographic areas where you might find the job you are looking for?			
69.	Describe any union or professional group that you would have to join to get the specific job you want?			
70.	Tell how to become a member of a professional group or union which is related to your specific job?			
71.	Describe how to set up an appointment for a job interview?			
72.	Describe the way you should dress for a job interview?			
73.	Describe the way you should act during a job interview?			
74.	Respond appropriately to questions during a job interview?			
75.	List questions which would be proper to ask during a job interview?			
76.	Describe state and national laws and regulations about labor or taxes which might affect jobs (e.g., Worker's Compensation, Social Security)?			
77.	Tell when you would be eligible to receive the federal (national) minimum wage?			

Do you/Can you...		Yes	No	Not Sure
78.	Describe how to file a complaint in a specific work situation?			
79.	Describe how salary or wages are figured for a specific job?			
80.	Describe how fringe benefits are figured for a specific job?			
81.	Figure out the amount of sick leave you have earned in a given situation?			
82.	Add the number of vacation days you have earned in a given work situation?			
83.	Describe how to find out about new job openings?			
84.	Give reasons employers promote employees and give them raises (e.g., "seniority" or number of years with the company, experience, attitude)?			
85.	Describe how to apply for a promotion in a work situation?			
86.	Describe how to apply for overtime in a work situation?			
87.	Explain how to ask for a raise in pay in a specific work situation?			
88.	Describe how businesses regularly evaluate employees in a specific work situation?			
89.	Describe what types of additional education, training and experience are needed for growth in a specific work situation?			
90.	Describe how to avoid being unhappy with your job ("work alienation")?			
91.	Identify reasons that people want or are forced to change jobs?			

FUTURE FORECASTING

OBJECTIVE

Students will describe a future with truly equal employment opportunities.

MATERIALS

- paper
- pen or pencil

ACTIVITY

1. Ask students to generate a list of all the aspects of home, family and work life that would be affected if, by the year 2000, we were to achieve total equality of employment opportunities.
2. In teams of two, have students select one aspect from the list and expand with the team's vision of how things would be different.
3. Share results with the entire group.
4. Discuss which of these objectives we should work toward and what young people could do to reach these goals.

COMMENTS

Include issues dealing with race, sex, religion, age and any other indicators of inequality that the students wish to pursue.

PERFORMANCE INDICATORS

The high school student will be able to:

11.3: Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping.

EVALUATION

Students will have developed a list of effects of total equality of employment opportunities in the year 2000. They will have generated ideas for reaching this goal.

RESOURCES

Bingham, Mindy, et al. *Challenges: A Young Man's Journal for Self-awareness and Personal Planning.* (Worktext)

Bingham, Mindy, et al. *Choices: A Teen Woman's Journal for Self-awareness and Personal Planning.* (Worktext)

Bingham, Mindy, et al. *Instructor's Guide for Choices and Challenges.* (Book)

Bingham, Mindy, et al. *More Choices: A Strategic Planning Guide for Mixing Career and Family.* (Worktext)

Grade					
7	8	9	10	11	**12**

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	●
Career Planning	

SIX PATHS TO THE FUTURE

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will learn six different ways to prepare for careers.

MATERIALS

- newsprint
- markers

ACTIVITY

1. Have each student identify a career that he or she might like to pursue. Record these careers on newsprint.
2. Divide the class into six small groups, giving each group one of the following "access routes" as a category:
   a. traditional job-based career ladders (working your way up)
   b. industry-sponsored training
   c. apprenticeship training
   d. community college
   e. college preparation
   f. entrepreneurship (small business ownership)
3. Explain each category so that students understand the kinds of jobs in each category.
4. Have each group choose the careers from the class list that could be reached by their given access route. Record the results from each group on newsprint and post for sharing.
5. Have students identify at least two access routes which could lead them to their chosen career areas.

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

6.5: Describe the advantages and disadvantages of self-employment as a career option.

9.5: Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.

EVALUATION

Students will have identified several careers and identified the access routes to entry into these careers.

RESOURCES

APP H67

WHAT IS DISCRIMINATION?

OBJECTIVE

Students will analyze employment and admission applications for discriminatory practices.

MATERIALS

- "Sample Application For Employment" and "Questions of Possible Discrimination" activity sheets (on the following pages)
- employment applications from local businesses
- applications and financial aid forms for several post secondary institutions

ACTIVITY

1. Ask students to analyze the "Sample Application For Employment" for questions which may be used for discriminatory purposes or which may be prohibited by law (See "Questions of Possible Discrimination").
2. Have students discuss the following questions regarding the application forms:
   a. What is the function of the application form?
   b. Which questions may be discriminatory and/or prohibited by law?
   c. What is the rationale for the prohibition of certain questions?
   d. What are the similarities and differences in the various application forms?
   e. How do the post secondary application forms compare to the employment application forms?
   f. How can you handle discriminatory questions?

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

11.2: Identify evidence of gender stereotyping and bias in educational programs and occupational settings.

EVALUATION

Students will have completed application forms and analyzed them for discrimination in information requested.

RESOURCES

Going To Work. (VSC)

Pro's and Con's: Sex Role Options. (Game)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	●
Career Planning	

SAMPLE APPLICATION FOR EMPLOYMENT

Mr. Mrs. Miss ____
(Print) Last Name First Name Middle Name Maiden Name

Social Security Number __________–________–__________

Telephone Number __________________________

Street Address ______________________________________ County ____________

City ________________________________ State ________ Zip Code ____________

PERSONAL DATA

Date Of Birth ____/____/____ Age ____ Sex: Male ____ Female ____

U.S. Citizen: Yes ____ No ____

Marital Status: ____ Single ____ Separated ____ Married ____ Divorced ____ Widowed

Race: ____ Caucasian ____ Mexican American ____ African American
____ Oriental ____ American Indian ____ Other

Dependents: Spouse ____ Number of Minor Children ____ Ages of Minor Children ____________

Physical: Height ____ Ft ____ In. Weight ________ Pounds

If employed, are you willing to take a physical examination? Yes ____ No ____

Are you in good physical condition? Yes ____ No ____

Occupation of wife/husband: ______________________________________

If your wife/husband is employed, give name of employer: ______________________________

TYPE OF POSITION DESIRED

1. ______________________________

2. ______________________________

Full Time ____ Part Time ____ Summer only ____ Other ____

Date Available ____

What is the minimum salary you will accept? ______________________________

Do you have a driver's license? Yes ____ No ____

If yes, what is the number of the license? ______________________________

Can you provide an automobile if you are appointed to a position requiring one? Yes ____ No ____

Have you ever been discharged or forced to resign from any position? Yes ____ No ____

If yes, state name of organization and reason: ______________________________

____

QUESTIONS OF POSSIBLE DISCRIMINATION

The following are sample questions which are sometimes used on employment applications and in interviews. Each of them could violate laws aimed at achieving equal employment opportunities. For example, the information obtained from these questions may be used to discourage women or minorities from applying for jobs.

It is important to remember that this list focuses on the potential unlawful use of information prior to employment. If some of the following information is needed for postemployment purposes, it can always be obtained after the applicant is hired.

1. **Age? Date of birth?** The Age Discrimination in Employment Act as amended prohibits discrimination on the basis of age against individuals who are 40 and over.
2. **Arrests?** Consideration of arrest records is almost certainly unlawful because an arrest is not an indication of guilt. Historically, minorities have experienced proportionately more arrests than other groups.
3. **Available for Saturday and Sunday work?** This may discourage applications from persons of certain religions who are prohibited by their beliefs from working on Saturday or Sunday. Title VII* defines religion to include "all aspects of religious observance and practice, as well as belief." Title VII prohibits discrimination on the basis of religion unless employers can demonstrate that they are "unable to reasonably accommodate an employee's or prospective employee's religious observance or practice without undue hardship on the conduct of the employer's business.
4. **Children under 18? Number of children? Age of Children? What arrangements will you make for care of minor children?** Usually the purpose of these questions is to explore what the employer believes to be common sources of absenteeism and tardiness; however, it is not equitable or legal to ask this of women only. Title VII prohibits an employer from having one hiring policy for women and another for men.
5. **Citizen of what country?** Discrimination on the basis of citizenship is discrimination on the basis of national origin. Immigrated aliens who are legally residing in this country may not be discriminated against on the basis of their citizenship. The exception to this may involve national security requirements which are mandated by a Federal statute or executive order.
6. **Convictions?** Because this question implies that an individual with a conviction will not be employed, it is probably unlawful. An employer does have the right to exclude persons who have been convicted of certain offenses from consideration for certain kinds of jobs. However, this must be done on a carefully considered basis. It is possible to ask this question if the employer indicated that the existence of a criminal record does not constitute an automatic bar to employment.
7. **Credit record? (Charge accounts? Own your own home? Own your own furniture? Own a car?)** Unless this information is necessary for the job there is no need to ask these questions. These questions could discriminate against minority persons and females because their average yearly income is less.
8. **Eye Color? Hair color?** This information is not related to qualifications for and performance of any job and may serve to discriminate against applicants based on their race.
9. **Fidelity bond ever refused to you?** This question may represent an indirect effort to find flaws which may exist in an individual's past. Unfortunately, a fidelity bond may be denied for totally arbitrary and discriminatory reasons which the individual does not have an adequate opportunity to know or challenge.

10. **Friends or relatives working for us?** This question is unlawful if it has the effect of reducing employment opportunities for women and minorities. This question may also reflect a nepotism policy allowing only one partner in a marriage to work for the employer. There is a growing recognition that such a policy generally influences the hiring of women far more often than men and that the policy serves no necessary business purpose.

11. **Height? Weight?** These questions are unlawful unless the height or weight are directly related to a job requirement and no other arrangements can be made for those who do not fall within the minimum or maximum guidelines. These requirements are also unlawful when they have the effect of excluding above-average percentages of women and members of certain nationality groups.

12. **Lowest salary which will be accepted?** Because women generally have been employed in lower paying jobs than men and have been paid less than men for the same work, this question may discriminate. It is unlawful to pay a woman less than a man for similar work.

13. **Maiden name?** This is not relevant to a person's ability to perform a job and could be used for a discriminatory purpose. For example, a woman's maiden name might be used as an indication of her religion or national origin. This item also constitutes an inquiry into marital status.

14. **Marital status?** Some employers have refused to hire a married woman for certain jobs - this constitutes discrimination. For example, most airlines for many years refused to permit married women to be flight attendants, though other employees could be married. This practice violates Title VII. It is also a violation for an employer to refuse to hire or to pay a married woman less than a married man for the same work because the woman's pay is considered as secondary income while the man's is not. Also, an employer cannot refuse to hire a married woman for any job or for a particular job because of the employer's beliefs concerning morality or family responsibility.

15. **Mr., Miss or Mrs.?** This question is simply another way of asking the applicant's sex and, for women, marital status.

16. **Prior married name?** This question asks, in effect, whether an individual has been divorced. Asked in this manner, however, it is directed at women and thus discriminates. If the employer must have the information as a means of identification for the purpose of pre-employment investigation, it is not considered discriminatory.

17. **Sex?** Discrimination in employment on the basis of sex, except in the few instances in which sex may be a "bona fide occupational qualification reasonably necessary to the normal operation" of the employer's business, is prohibited by Title VII. There are virtually no jobs which can only be performed by one sex and not the other, so there is no reason to ask the applicant's sex on an application which is intended for general use.

18. **Spouse's Name?** A spouse's name may be used as an indication of religion or national origin, plus it is an indirect way of asking marital status which is discriminatory.

19. **Spouse's work?** This question is again an indirect way of asking marital status. In addition, some employers have been reluctant to hire a woman if that would make her the second breadwinner in the family, whereas the same employer seldom objects to hiring a man if that would make him the second breadwinner in the family. This question is potentially discriminatory.

20. **Widowed, divorced or separated?** This question is another way of asking the applicant's marital status and history. A much larger proportion of women than men in the labor force falls into these categories and, therefore, the question has a potential for discriminating against women.

* Title VII is part of the Civil Rights Act of 1964

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APP H68

CAREER INFORMATION INTERVIEWS

OBJECTIVE

Students will obtain information about careers from people currently employed in jobs which interest them.

MATERIALS

- "Worker Interview Questionnaire" (on the following page)

ACTIVITY

1. Give students a copy of the "Worker Interview Questionnaire."
2. Ask students to use the questionnaire to interview four people — two males and two females — who are working in jobs that interest them.
3. After students have completed their interviews, discuss the following questions:
    a. Have these interviews influenced your interest in this career area? How?
    b. Do the duties and requirements of the job appeal to you? Why or why not?
    c. Can what you've learned from these people help you make your career decisions? How?
    d. What trends or patterns appear among females interviewed? Among males interviewed?
    e. Do these trends follow a stereotypical pattern?
    f. What work and personal values are expressed by the women interviewed? By the men?

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

6.6: Identify individuals in selected occupations as possible information resources, role models or mentors.

EVALUATION

Each student interviewed four people who are working in jobs that currently appeal to the student and then discussed with the class what he or she learned about these jobs.

RESOURCES

Schrank, Louise. *Lifeplan: A Practical Guide to Successful Career Planning.* (Workbook)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

WORKER INTERVIEW QUESTIONNAIRE

1. Why did you decide to take this job?

2. What other alternatives did you consider?

3. Would you alter these decisions if you were making them today?

4. What are the duties of your job?

5. What do you like best about your job?

6. What do you like least about your job?

7. Would you change anything about your job?

8. What kind of training and/or education did you go through before getting your job?

9. Do you feel you were adequately prepared for your job?

10. How do you coordinate your family/home/job responsibilities?

QUESTIONS COMMONLY ASKED BY EMPLOYERS

1. What are your future career plans?
2. In what school activities have you participated? Which did you enjoy most? Why?
3. What do you like to do in your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for this company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best in school? Least? Why?
8. Why did you choose your particular field of work?
9. How did you spend your vacations while in school?
10. What do you know about this company?
11. What extracurricular activities have you participated in and have you held any offices in them?
12. Are you interested in sports?
13. Where did you rank in your graduating class in high school?
14. Why do you think you would like this particular job?
15. Are you looking for a permanent or temporary job?
16. Do you prefer working with others or by yourself?
17. Can you take instructions without feeling upset?
18. What have you learned from some jobs you have had?
19. What would you like to be doing five years from now?

APP H69

SCHOOL AND COMMUNITY RESOURCES

OBJECTIVE

Students will use school and community resources to obtain career information.

MATERIALS

- career information resources

ACTIVITY

1. Familiarize students with the career resources that are available in the school and the local community. Include the following areas:
    a. counseling office
    b. school library
    c. various classrooms in the school
    d. WCIS
    e. city library
    f. local businesses
    g. Chamber of Commerce
    h. community agencies
    i. people in the community
2. Plan a Career Day when parents and other working adults visit the class and discuss with the students what they do at their jobs.

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

6.2: Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information and computerized career information delivery systems).

EVALUATION

Students will have identified where they can go for career information with a general idea of the kinds of information that is available.

RESOURCES

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Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

HOW SCHOOL RELATES TO WORK

OBJECTIVE
Students will identify academic skills used within job clusters.

MATERIALS
- "Job Clusters" activity sheet (on the following page)
- pencil or pen

ACTIVITY
1. Give each student the "Job Clusters" activity sheet.
2. Ask students to place each job listed at the top under the appropriate job cluster heading.
3. Have students list school skills necessary for each of the 12 job clusters.
4. Upon completion of the exercise, divide class into groups of five so that they can compare results.
5. Have one person from each group present results to the class.
6. Discuss any discrepancies between job and school skills and how similar skills are interrelated between various job clusters.

COMMENTS

PERFORMANCE INDICATORS
The high school student will be able to:
4.2: Describe the relationship of academic and vocational skills to personal interests.
4.3: Describe how skills developed in academic and vocational programs relate to career goals.

EVALUATION
Students will have completed the activity sheet and reached consensus regarding how skills learned in school relate to skills needed for a variety of jobs.

RESOURCES
Schrank, Louise. *Lifeplan: A Practical Guide to Successful Career Planning.* (Workbook)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	●
Work and Learning	
Career Information	●
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

HIGH SCHOOL COURSEWORK DEVELOPS CAREER SKILLS

7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	●
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will identify the specialized skills and/or knowledge required for particular occupations and discover what high school courses contribute to developing these skills.

MATERIALS

No materials are needed for this activity.

ACTIVITY

1. Have students select an occupation which appeals to them.
2. Identify the specialized skills required for their selected occupations.
3. Have students list those high school courses that will help prepare them for this occupation.
4. Have each student report to the rest of the class.
5. Have students discuss what contributions each of their high school classes makes to their future careers.
6. Have students identify and discuss activities outside the classroom and how they contribute to career preparation (e.g., clubs, organizations, athletics, hobbies, offices held in organizations, etc.).

COMMENTS

Include the following topics in class discussions: academics, leadership, cooperation, communication and interpersonal relationship skills.

Follow-up with Activity 75, "Post-secondary Career Skill Development."

PERFORMANCE INDICATORS

The high school student will be able to:

4.1: Demonstrate how to apply academic and vocational skills to achieve personal goals.

EVALUATION

Students will have selected an occupation, identified specific skills needed for that occupation, and identified high school courses most important in preparing for that occupation.

RESOURCES

Career Directions. (Assessment Instrument)

Scan. (VSC)

Schwartz, Lester and Irv Brechner. *The Career Finder.* (Assessment Instrument)

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KNOWLEDGE OF YOURSELF

OBJECTIVE
Students will recognize personal values, needs, preferences and skills.

MATERIALS

- paper
- pencil

ACTIVITY

1. Ask students to list the special skills that might influence their career choices. (A clue may come from the school subjects in which they do best and the subjects they enjoy the most.)
2. Discuss the importance of knowing yourself to help yourself achieve what you want out of life. It is also important to know your weaknesses to help yourself initiate change.
3. Ask students to imagine themselves fulfilling life tasks that have lasting satisfaction.
4. Discuss individual student images for the future as strengths and limitations are considered.

COMMENTS
Discuss how personal knowledge gives students insights which they can use to make decisions about careers.

PERFORMANCE INDICATORS
The high school student will be able to:

1.1: Identify and appreciate personal interests, abilities and skills.
1.3: Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals.

EVALUATION
Students will be able to explain why it is important to identify future roles in order to plan strategies for reaching those goals.

RESOURCES
Careers and Values: Understanding the Choice. (Filmstrip)

Gale, Barry and Linda Gale. *Discovering What You're Best At: The National Career Aptitude System and Career Directory.* (Assessment Instrument)

Klein, Ken and Celia Unterman. *Career Aptitude Tests.* (Assessment Instrument)

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

Exploration	
Achievement	●
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	●
Occupational Roles	
Career Planning	

JOB CLUSTERS

Directions: Place each job listed below under the cluster heading where you think it fits.

Jobs

Musician
Receptionist
Roofer
Medical Records Librarian
Biologist
Secretary
Registered Nurse
Mining Engineer
Real Estate
Computer Operator
Economist
Physical Therapist
Forester
Automobile Mechanic
Civil Engineer
Teacher
Watch Repairer
Oceanographer
TV & Radio Technician
Laboratory Technician
Actor
Contractor
Market Researcher
Retail Store Employee
Farm Worker
Public Relations
Bricklayer
Lawyer
Soil Scientist
Carpenter
Insurance
Glazier

Job Clusters

Sales Occupations

Building Trades

Performing Arts

Other Professions & Related Occupations

Clerical & Related Occupations

Engineering

Mechanics & Repairers

Health Services

Sciences

Agriculture Occupations

Business Administration & Related Professions

Conservation

APP H71

YOU AND YOUR ABILITIES

OBJECTIVE

Students will recognize abilities and how they relate to life tasks.

MATERIALS

- "You and Your Abilities Inventory" activity sheet (on the following pages)
- pencil or pen

ACTIVITY

1. Have students fill out the "You and Your Abilities Inventory."
2. After the inventory is completed, divide into small groups and discuss abilities discovered.
3. After the discussion is finished, place the inventories in student files for re-evaluation at a later date.

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

1.1: Identify and appreciate personal interests, abilities and skills.

1.3: Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals.

EVALUATION

Students will have completed the "You and Your Abilities Inventory" and discussed these abilities in small groups.

RESOURCES

Gale, Barry and Linda Gale. *Discovering What You're Best At: The National Career Aptitude System and Career Directory.* (Assessment Instrument)

Scan, Prep Senior. (VSC)

Grade					
7	8	9	10	[✓ 11]	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

YOU AND YOUR ABILITIES INVENTORY

Name: ______________________ **Date:** ______________________

Here is a series of questions intended to help you discover yourself. If you respond "yes" more often than "no" for any group of questions, you may assume that this area is probably one in which you are likely to shine — or at least one you should investigate further.

Intelligence		**Yes**	**No**
1.	Do you learn rapidly?		
2.	Do you reason things out for yourself?		
3.	Do you see relationships between what you learn and what you have previously learned?		
4.	Do you remember what you heard or read without much effort?		
5.	Do you have a large vocabulary which you are able to use easily and accurately?		
6.	Do you have the ability to solve difficult mental problems?		
7.	Do you ask intelligent questions?		
8.	Do you have a wide range of interests or hobbies?		
9.	Do you figure out original ways of doing things?		
10.	Do you know about a particular field far in advance of your classmates?		
11.	Are you alert, observant and quick to respond to new situations?		

Scientific Ability

Because science plays such a big role in the world today and there is a renewed emphasis on scientific subjects in schools, ability in this area is becoming increasingly important for academic success.

1.	Do you understand mathematics better than most people in your class?		
2.	Do you have a clear understanding of logical relationships?		
3.	Do you have especially good hand-eye coordination?		
4.	Do you spend time far beyond that required for an assignment on a subject of special interest to you?		
5.	Do you have the ability to continue working on a project or experiment in spite of repeated failures?		
6.	Do you want to know the causes and reasons for why things happen?		
7.	Do you spend a great deal of time on special projects, such as constructing a radio or phonograph or making a telescope?		
8.	Do you read scientific literature and find satisfaction in thinking about and discussing scientific inventions, discoveries or events?		

General Creative Ability

Some people are endowed with the ability to think creatively. They are the ones responsible for varied aspects of our progress — social, scientific and cultural.

They are the "idea" people, and the fruits of their creativity may blossom in industry, science, art, writing, drama or music. The creative person may invent something entirely new, design a building, or paint a masterpiece. Leonardo da Vinci did all three. But, he was unusual. Most of us would be glad to excel in any one area. Answer the questions below to see whether you may be hiding some creative talents.

1.	Are you the kind of person who is likely to have new ideas on many subjects?		
2.	Are you the kind of person who invents things or creates original stories, essays, plays, poems, tunes or sketches?		
3.	Are you the kind of person who can use materials, words or ideas in original ways?		
4.	Are you the kind of person who sees flaws in methods or procedures and can suggest better ways of doing things?		
5.	Are you the kind of person who experiments with new methods or ideas?		
6.	Are you the kind of person who is flexible and open-minded who changes his or her mind if necessary and who is not afraid of new ideas?		

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Artistic Talent

	Yes	No
1. Do you enjoy drawing or painting?	___	___
2. Do you usually choose a subject, technique or composition different from those most students select?	___	___
3. Do you have some kind of artistic performance as a hobby?	___	___
4. Do you use art as a means of expressing your feelings or reactions?	___	___
5. Do you feel an interest in other people's artwork? Do you appreciate, criticize and learn from it?	___	___
6. Do you like to model clay, carve or produce other kinds of three-dimensional art?	___	___
7. Do you produce pictures, designs, or objects which other people (particularly those competent to pass discriminating judgment) admire?	___	___

Dramatic Talent

1. Are you able to use your speaking voice to effectively reflect changes in mood or action?	___	___
2. Are you able to shift into the personality of the character you are trying to represent?	___	___
3. Are you able to produce a desired effect on an audience, and elicit their applause and appreciation?	___	___
4. Are you able to communicate feelings by means of facial expression, gestures and movement?	___	___
5. Are you able to dramatize your feelings and experiences?	___	___
6. Are you able to mimic or imitate others successfully?	___	___
7. Are you able to win the praise of competent judges of dramatic performance?	___	___

Musical Talent

1. Do you have an exceptionally good voice? Do other people regularly ask you to sing, and do they express enjoyment when they hear you?	___	___
2. Do you have advanced training in singing or playing a musical instrument?	___	___
3. Do you perform in an organized musical group?	___	___
4. Are you very interested in musical performance — vocal or instrumental?	___	___
5. Are you willing to practice intensively in order to perfect the talent you have?	___	___
6. Have you, in the opinion of a competent judge, musical talent far above that of most persons?	___	___

Persuasive Ability

Another ability which plays an important part in your life may be called "the power of persuasion." Physical, mental and personality traits can enable certain people to perform successfully as courtroom lawyers, political debaters or salespeople. These traits add up to the ability to move someone to action, whether that action is to buy a magazine subscription or to vote for a presidential candidate. The power to persuade may show up in your ability to win a debate, or sell a hostile housewife a brush which will groom the family's cocker spaniel. Persuasive ability is measured by how effective one is in selling a product or an idea to other people.

1. Are you good at selling things?	___	___
2. Are you good at making your points in a discussion?	___	___
3. Are you good at debating?	___	___
4. Are you good at persuading friends, classmates or members of your family to do something you feel should be done?	___	___
5. Are you good at getting people to carry out their jobs on committees or in other group projects?	___	___

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Physical Skills

These are the skills which are represented by your ability to do things requiring strength, coordination and endurance. Usually, physical ability is immediately evident in physical education class or on the playing field or in the swimming pool. You usually know when you are good, and it's no secret to the members of your class, either. At any rate, here are some questions which will verify what you know about your physical skills.

	Yes	No
1. Do you have a great deal of energy and require considerable exercise to be happy?	___	___
2. Do you enjoy participating in highly-competitive games?	___	___
3. Do you have a reputation as an outstanding performer in one or more competitive sports?	___	___
4. Do you like outdoor sports, hiking and camping?	___	___
5. Do you usually win races in which you compete?	___	___
6. Do you have unusually good physical coordination?	___	___
7. Do you spend a lot of time swimming or playing basketball, tennis, football or baseball?	___	___

Manual Dexterity

Manual dexterity is another skill that shows up only indirectly in your school activities. It involves the coordination of the movements of your arms, hands and fingers in doing various tasks. In one test measuring this skill, for example, test-takers must insert pegs in two columns of holes, first with one hand, then with the other, then using both hands together, then they must assemble pins, washers, and collars and insert them in the holes. The number of tasks they complete during a certain time period indicates the dexterity with which they can use their arms, hands and fingers.

Manual dexterity is important in many semi-skilled factory jobs, such as those done by various types of packers and assemblers. It is also important in many mechanical, professional and clerical jobs. The surgeon, the auto mechanic, and the typist, for example, would not be very successful at their jobs if they were "all thumbs." Although other abilities are necessary too, manual dexterity is helpful in their work.

1. Are you good at putting things together, such as puzzles or objects with several parts?	___	___
2. Are you good at craft projects where you must work with delicate materials or tiny parts?	___	___
3. Are you good at operating machines such as movie projectors?	___	___
4. Are you good at working with mechanical gadgets such as motors?	___	___
5. Do you like assembling objects with many small parts, such as model ships or planes?	___	___
6. Do you like to build things that require painstaking work?	___	___

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AS WE SEE ME

OBJECTIVE
Students will recognize personal characteristics.

MATERIALS

- "Self Evaluation Form" activity sheet (on the following page)
- pencil or pen

ACTIVITY

1. Have students fill out the self-evaluation form according to how they see themselves. Collect the forms from the students.
2. Have students fill out another self-evaluation form according to how they think others see them. Collect these forms.
3. Have students fill out another self-evaluation form according to how they would like to be.
4. Pass back the other two forms. Allow students time to look over the three forms.
5. Have students form small groups and discuss results of the activity.

COMMENTS
Self-evaluations could be kept in students' files and reviewed at a later date.

PERFORMANCE INDICATORS
The high school student will be able to:
1.1: Identify and appreciate personal interests, abilities and skills.
1.2: Demonstrate the ability to use peer feedback.
1.3: Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals.

EVALUATION
Students will have completed the self-evaluation forms which they have filled out from three different points of view, compared the similarities and differences and discussed insights they have gained.

RESOURCES
Am I Worthwhile?: Identity and Self-Image. (Filmstrip)

Johnson, Helen. *How Do I Love Me?* (Book)

Gale, Berry and Linda Gale. *Discovering What You're Best At: The National Career Aptitude System and Career Directory.* (Assessment Instrument)

Grade					
7	8	9	10	▨ 11	▨ 12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	●
Social Studies	
Family/Cons. Sci.	●
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	●
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

APP H72

SELF-EVALUATION FORM

Name: ______________________________ **Date:** ______________________

	Rating				
Trait	strong	above average	average	below average	weak
1. Dependability					
2. Self-confidence					
3. Friendliness					
4. Cheerfulness					
5. Patience					
6. Ability to keep working under difficult conditions					
7. Sense of humor					
8. Honesty					
9. Ability to make decisions quickly					
10. Responsibility					
11. Loyalty					
12. Ability to sense another's feelings					
13. Sincerity					
14. Ambition to succeed on the job					
15. Courage to do the right thing, even if others don't agree					
16. Willingness to work hard					
17. Ability to cooperate with other people					
18. Ability to become enthusiastic about your job					
19. Willingness to consider other viewpoints					
20. Initiative, being a self-starter					
21. Courtesy					
22. Ability to lead others					
23. Ability to work without supervision					
24. Promptness					
25. Orderliness					

APP H73

SCHOOL vs. WORK

OBJECTIVE

Students will describe similarities and differences in the school environment versus work environment.

MATERIALS

- "School vs. Work" activity sheet (on the following page)

ACTIVITY

1. Have students read the "School vs. Work" activity sheet.
2. Have students develop questions from the handout they would ask someone who works (e.g., What is it like to take orders from someone? What is it like to do the same thing over and over?).
3. Allow students to interview other students in class who work or who have had a job.
4. Assign an interviewer to ask workers the questions students have developed.
5. Have students form groups and discuss how they think they might react to work as opposed to school.

COMMENTS

A recent graduate may be invited to class to be interviewed about his or her job.

PERFORMANCE INDICATORS

The high school student will be able to:

4.4: Describe how education relates to the selection of college majors, further training and/or entry into the job market.

5.4: Demonstrate learning habits and skills that can be used in various educational situations.

EVALUATION

Students have identified and discussed similarities and differences in school and work roles.

RESOURCES

Laird, Donald, et al. *Psychology, Human Relations and Work Adjustment.* (Book)

Grade					
7	8	9	10	▨ 11	▨ 12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	●
Work and Learning	●
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	●

School vs. Work

Which statements best describe school?. . . work? Write "school" or "work" after the corresponding statement.

Homework necessary. ____________________

Take-home work to complete job or task rarely necessary. ____________________

Set number of hours/days/weeks spent in class/grade. ____________________

Unknown number of hours/days/weeks/years spent in one job. ____________________

Frequent feedback on progress (tests and grades). ____________________

Infrequent feedback on progress. ____________________

Promotions every year. ____________________

Infrequent promotions. ____________________

Few days off. ____________________

Many days off. ____________________

Working with friends. ____________________

Working with unfamiliar people. ____________________

Most colleagues older. ____________________

Most colleagues same age. ____________________

Able to choose colleagues. ____________________

Colleagues vary depending on duties. ____________________

GETTING ALONG

OBJECTIVE

Students will identify relationship skills used in the school environment that relate to the work environment.

MATERIALS

- paper
- pencil or pen

ACTIVITY

1. Have students brainstorm and list characteristics of good relationships with people. Next, list characteristics of bad relationships with people.
2. Have students form groups and discuss how relationships in school are similar to those in work settings.
3. Have students discuss relationship characteristics with regard to the following:
   a. Formal and informal situations
   b. Teamwork
   c. Commitment

COMMENTS

Students could role play good and bad work situations and discuss alternative actions and outcomes.

PERFORMANCE INDICATORS

The high school student will be able to:

2.2: Demonstrate interpersonal skills required for working with and for others.

4.3: Describe how skills developed in academic and vocational programs relate to career goals.

EVALUATION

Students identified characteristics of relationships and their effects in school and in the work setting.

RESOURCES

Daggett, William R. *The Dynamics of Work.* (Book)

Grade					
7	8	9	10	**11**	**12**

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	●
Growth and Change	

Exploration	
Achievement	●
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

GROUP CONFLICT

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	●
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	●
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	●
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will examine conflict and solutions in a group setting.

MATERIALS

- "Solving Group Conflict" activity sheet (on the following page)

ACTIVITY

1. Have students form small groups (four to five students).
2. Ask students to identify what happens (the feelings that surface) in a conflict with a friend, teacher, parent, etc.
3. Have students discuss safeguards in dealing with conflict:
    a. Don't react immediately when you are angry.
    b. Never make important decisions at the height of your anger.
    c. Recognize that you can't think clearly and your memory does not function properly when you are angry.
    d. Put the energy generated by anger to good use (instead of slamming a door or trying to hurt someone, dig a flower bed or hit tennis balls).
4. Discuss the five methods for solving group conflicts listed on the activity sheet. Have groups work on the problem-solving excercise.
5. When each group is finished, have them share with other groups what they decided to do and how they felt during the process.

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

2.1: Demonstrate effective interpersonal skills.

9.2: Identify alternatives in given decision-making situations.

EVALUATION

Students will have identified feelings that surface during a conflict and discussed safeguards to use in the process of resolving conflicts.

RESOURCES

Abrams, Grace and Fran Schmidt. *Activities for Exploring Conflict and Aggression.* (Activity Book)

Being Fair and Being Free: A Human Relations Program for the Secondary School. (Activity Book)

Walker, Hill, et al. *Access Program.* (Curriculum Program)

SOLVING GROUP CONFLICT

1. **Hammer approach.** Threats, force or authority are used by one person. The others submit, usually without protest. This method often results in strained relationships and anger.

2. **Compromise.** Areas of agreement and disagreement are identified. Each person volunteers to give up something of importance in order to reach a decision. There may be some strained feelings using this method.

3. **Consensus.** Free, open, full communication occurs. Uncommitted people are persuaded and agreement is eventually reached.

4. **Mediation.** An uninvolved third party, such as a counselor or consultant, is called in to act as a referee. Sometimes the mediator is asked to make the decision.

5. **Creative problem solving.** Alternative solutions are developed through brainstorming. Creative ideas are developed that are acceptable to everyone.

These five methods of resolving group conflict can be used during any stage of decision making. There may be conflict that needs to be resolved during the planning, execution or evaluation stages. Which method do you think is the most effective? Which do you think is the least effective?

Solve the following problem:

Imagine that you and your group of friends received enough money to take a vacation together for a week. You must decide where to go, how to get there, what you will do, and how you will spend your money.

GROUP DISCUSSION ROLES

Grade					
7	8	9	10	11	12

Curriculum Area	
Lang. Arts	●
Math	
Health/Science	
Social Studies	
Family/Cons. Sci.	
Art/Music	
Tech/Voc. Education	

Self-Knowledge	
Positive Self-Concept	
Interaction Skills	
Growth and Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Job-Seeking Skills	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE

Students will develop listening and speaking skills to enhance communication in daily life.

MATERIALS

- "Group Discussion Roles" activities (on the following pages)
- chalkboard
- chalk

ACTIVITY

1. Discuss the meaning of the four communication roles identified.
2. Write each role on the chalkboard. As discussion progresses, write the behaviors on the "Group Discussion Roles" sheet under each role.
3. Have students give examples of situations which would identify each of the four roles.
4. Have students role play the situations on the following pages with students being assigned the roles identified on those sheets.
5. Discuss how these roles enhance or inhibit interaction and problem solving in the group.
6. Discuss how people develop into these roles in group situations where they are not assigned but are assumed by the participants.

COMMENTS

PERFORMANCE INDICATORS

The high school student will be able to:

2.2: Demonstrate interpersonal skills required for working with and for others.

EVALUATION

The students will have described the four major roles that develop during group interaction — leader, listener, gatekeeper and advocate.

RESOURCES

Hoper, Claus, et al. *Awareness Games: Personal Growth Through Group Interaction.* (Activity Book)

Sasse, Connie R. *Person to Person.* (Book)

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DIRECTIONS FOR GROUP DISCUSSION ROLES ACTIVITY

Photcopy the "Group Discussion Roles" from the following page for each student. Tell the students you need nine volunteers to role play a discussion group. Each volunteer may choose a role. The rest of the class can sit in a circle of chairs around the role players or in their seats.

Have the leader begin by reading the problem and describing his or her feelings. Then have the other members proceed to help the leader solve the problem. They are to play the roles as described on their activity sheets. Tell them the role play will last for about five minutes.

After five minutes have a discussion. Ask those students who did not participate in the role-play activity:

- Who played the role of Leader?
- How do you know?
- Who played the role of Listener?
- How do you know?
- Who played the role of Advocate who supports behaviors that help group discussions?
- How do you know?
- Who played the role of Advocate who expresses feelings about unhelpful group behaviors?
- How do you know?
- Who played the role of Gatekeeper?
- How do you know?

Explain that these are roles that help group discussion. One person can have a single role or more than one role at the same time.

Sometimes discussion groups encounter problems. Group members should ask themselves what role is missing and then try to perform that role to help the group reach acceptance and understanding.

GROUP DISCUSSION ROLES

LEADER

Speak up
You have something to say and it is important. Therefore, it is also important that you say it so that everyone can hear it.

Risk
Everyone gets scared about speaking up some of the time because they get the feeling that others will laugh at them or think that what they say is dumb. So you must take the "risk" because the more ideas people hear, however unimportant they may seem, the more informed they will be, which will help them make better decisions.

Tell how you feel and why
When you speak, tell how you feel and why you feel that way. There is a lot of difference between saying, "I hate baseball because I can't play well," and saying, "Baseball is a stupid game." In the first statement, you give a personal reason for your feelings. In the second, you make it sound as if everyone should feel the same way.

LISTENER

Look at the speaker
Looking at the speaker helps him or her know we are listening.

Repeat how the other person feels and why
It is important that people know you are listening to them, but it is also important that they know you understand them. You can do this by repeating in your own words how the speaker feels and why.

GATEKEEPER

Be an observer
The gatekeeper opens the gate and helps others come into the conversation.

Show concern
The gatekeeper must first be an observer, seeing who is being left out and showing concern. The gatekeeper must welcome that person by opening the gate and inviting her or him to come in.

Tell how you feel when others are left out and why
To do this, the gatekeeper should tell the person being left out, "I'm worried about you because you haven't said anything. I wonder what you're thinking about."

ADVOCATE

Support the group
An advocate is someone who speaks up in support of the group. She or he wants the discussion to be a good one and will speak up when someone is disruptive by playing, whispering or not showing concern. An advocate gives feedback by telling others how he or she feels, and also speaks up when people do things that help the group and show concern.

Give feedback (tell how and why you feel about what is going on now)

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GROUP DISCUSSION ROLES — CHEATING

LEADER

You start the discussion. You have a problem you want to risk talking about. It concerns the cheating that goes on when you play ball. You are really mad at some of your friends because they not only do not play fair, but they try to act "big" when they get away with it. You want to tell the group how you feel about it.

Speak up.
Risk.
Tell how you feel.

LISTENER Look at the speaker. Repeat how the speaker feels and why.	**LISTENER** Look at the speaker. Repeat how the speaker feels and why.
GATEKEEPER Be an observer. Show concern. Tell how you feel when others are left out and why.	**ADVOCATE** Support the group. Give feedback (when you see behaviors that help).
ADVOCATE Support the group. Give feedback (when you see behaviors that don't help).	**DISTRACTOR** Whisper your feelings to the person next to you instead of saying them out loud.
NONTALKER Be shy.	**DISTRACTOR** Whisper your feelings to the person next to you instead of saying them out loud.

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GROUP DISCUSSION ROLES — FRIENDS REFUSE TO SPEAK TO EACH OTHER

LEADER

You start the discussion. You have a problem you want to risk talking about. You have two friends who will not speak to each other. If you are nice to one of them the other one will get mad at you. You do not know what to do.

Speak up.
Risk.
Tell how you feel.

LISTENER
Look at the speaker.
Repeat how the speaker feels and why.

GATEKEEPER
Be an observer.
Show concern.
Tell how you feel when others are left out and why.

ADVOCATE
Support the group.
Give feedback (when you see behaviors that don't help).

NONTALKER
Be shy.

LISTENER
Look at the speaker.
Repeat how the speaker feels and why.

ADVOCATE
Support the group.
Give feedback (when you see behaviors that help).

DISTRACTOR
Whisper your feelings to the person next to you instead of saying them out loud.

DISTRACTOR
Whisper your feelings to the person next to you instead saying them out loud.

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GROUP DISCUSSION ROLES — YOU SELECT THE PROBLEM

LEADER You start the discussion.	Speak up. Risk. Tell how you feel.
LISTENER Look at the speaker. Repeat how the speaker feels and why.	**LISTENER** Look at the speaker. Repeat how the speaker feels and why.
GATEKEEPER Be an observer. Show concern. Tell how you feel when others are left out and why.	**ADVOCATE** Support the group. Give feedback (when you see behaviors that help).
ADVOCATE Support the group. Give feedback (when you see behaviors that don't help).	**DISTRACTOR** Whisper your feelings to the person next to you instead of saying them out loud.
NONTALKER Be shy.	**DISTRACTOR** Whisper you feelings to the person next to you instead of saying them out loud.

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